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ABSTRACT

This practicum report describes in detail the efforts of a High School Task Force made up of 21 teachers to establish and operate a model high school as part of a new 4-4-4 educational plan for the Erie, Pennsylvania, schools. The Strong Vincent Comprehensive High School Renewal Site utilized curriculum revision, quarter course offerings, and increased student choice in an effort to improve student learning. The report is organized into eight major sections that describe the Erie Schools and community, discuss the national need for educational reform, examine local educational problems in Erie, describe the High School Task Force and the model high school program, evaluate the impact of the model high school program, and summarize the most significant aspects of the program. The appendix contains a variety of supplementary materials, including a sample of the High School Task Force opinionnaire, the Erie 1972-75 transition plan, the preliminary budget for the High School Task Force, and various planning documents and forms used in the model high school project. (JG)

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The Establishment of a Comprehensive High School Renewal Site in the Erie, Pa. Public Schools

by Sam C. Cianflocco

Submitted in partial fulfillment of the requirements for
the degree of Doctor of Education, Nova University

Erie, Pa. Cluster
Dr. William Bryan

Maxi II Practicum
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Special words of thanks to Joyce Savocchio, project lead teacher, who generously applied her creative talent and skills in helping to field-test the system of quarter courses which have become a successful alternative to Erie education.

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Finally, I would acknowledge a debt of gratitude to the students and parents of the Strong Vincent demonstration model who have willingly participated in the new program of quarter course offerings and student choice. Their contributions have been essential to the production of this practicum.

ABSTRACT

During the 1974-75 school year, the Erie (Pa.) high schools for the first time contained a grade 9-12 configuration as part of the new 4-4-4 educational plan. The purpose of this practicum was to demonstrate how a team of twenty-one teachers, members of the High School Task Force, have placed into operation a demonstration high school to make evident that curriculum revision, quarter course offerings, and student choice with other innovations will improve the situation for learners. The Strong Vincent Comprehensive High School Renewal Site was tested and subsequent investigation showed that students and teachers improved their attitude toward learning conditions and organization in the new high school. The overall goal is to convert all high schools to the new learning program.

INTRODUCTION

The Plan of this report, The Establishment of a Comprehensive High School Renewal Site in the Erie (Pa.) Public Schools, consists of seven main parts and 22 sections.

Part I - "School and Community"

Section 1 provides a brief but concise view of the city of Erie, Pa., along with enrollment statistics for Erie public schools.

Section 2 contains a statement from the school community with regard to the aim of the educational program.

Part II - "National Problem and Educational Reform"

Section 3 - "National Problem", provides the reader with information on tension and unrest suffered by high schools across the country. Compulsory school attendance is no longer working and poor attendance is symptomatic of other trouble within the schools. Decline in achievement in urban schools, and increased crime are malfunctions which must be diagnosed. The Report of the National Panel on High School and Adolescent Education has left little doubt that fundamental changes are needed.

Section 4 - "Educational Reform", explains how widespread backing for options in public education has become apparent.

Prominent educators such as D. Clark, Fantini, Allen, K. Clark and Jencks see the development of options as the next step in educational reform. Many governmental and private agencies are concerned with educational reform. Local community groups and advocates of community control see development of options as a means of local consumer control of public education.

Part III - "The Local Problem"

Deals with unsatisfactory learning conditions and organization in the Erie schools, and their causes. Evidence which corroborates the conditions are presented in Sections 5 through 7.

Section 5 - "Quality Education Program Study", concludes that there has been a failure on the part of the school system to deliver an adequate and efficient program.

Section 6 - "Achievement Test Data", clearly indicates that Erie high school students fall below the national average in areas tested.

Section 7 - "High School Task Force Needs Assessment", indicates strongly the need for Erie schools to offer more courses and to be more responsive to the student. Also, a need for basic skills, more relevancy, and greater student choice.

Part IV - "The High School Task Force"

Sections 8 and 9 describe the assemblage of teachers brought together to provide continuity and leadership to the high school component of the 4-4-4 plan.

Section 8 - "Pilot Site", explains how the pilot site committee was organized to determine and develop guidelines for the selection of a demonstration model high school.

Section 9 - "Budget", provides an account on how the budget committee was charged with the task of formulating a preliminary budget to support a model high school program.

Part V - "Model High School"

Section 10 - "Organizational Design", deals with the general learning design of the comprehensive high school organized to meet the objectives defined as autonomy and effectiveness. The comprehensive high school is viewed as a learning program designed around stated objectives and attempts to personalize learning.

Section 11 - "Curriculum Revision", presents a totally new revision completed by the High School Task Force for utilization at the demonstration model. At Strong Vincent, 1974-75 became a phase-in period with the basic thrust being the areas of social studies, English, science, and mathematics. Foreign language, health & family life, physical education, and special education were also tested on a limited basis. Included are quarter course offerings, student choice, cross gradedness, priorities for teaching of skills, and affective learnings.

Section 12 - "Staff Development", describes five major inservice programs conducted for teachers focusing on the new high school. Inservice training programs were held for the purpose of broadening the background and perspective of the teaching staff. The series of special meetings and workshops proved to be an effective means of providing personal and professional growth among staff. Consultants from Case-Western Reserve University, University of Buffalo, and Edinboro (Pa.) State proved helpful.

Section 13 - "Organizing Staff for Instruction", lists the names of pilot teachers, administrators, support team members, specialists, and other personnel involved in facilitating the Strong Vincent program. A unique feature consists of a project lead teacher and team leaders.

Section 14 - "Quarter Course Schedule - Student Choice", depicts the 1974-75 quarter course schedule in the areas of social studies, English, science and mathematics. A total of over 80 quarter courses have been offered during the initial "phase". Strategy employed during the first year of operation was to have students choose courses at four prescribed time periods.

Section 15 - "Housing the Learning Program" describes how guidelines have been established for housing the learning program to improve opportunities for learners. Detailed floor plans of the Strong Vincent site display regular classroom work areas, learning suites, rap areas/quiet areas, labs, learning resource center, and staff planning areas.

Section 16 - "Exporting the Program", shows how, given one year, the learning program of the comprehensive high school renewal site, consiting of quarter courses was exported in planned parts to East and Academy satellite high schools. At Academy, the major thrust has occurred in the ninth grade earth and space science, social studies, and English. East received planned parts of the program including curriculum revision and student choice of quarter courses in social studies, science, & mathematics. Eleven Academy and fourteen East teachers participated in the pilot phase.

Part VI "Evaluation"

Essential to the project is the process of appraising what has happened and what is happening as a result of the expenditures of effort and money.

Section 17 - "Evaluation, Comprehensive High School Renewal Site" is divided into nine identifiable areas. Included are subject area preference inventories by students and teachers; preference surveys by teachers, counselors, and administrators; telephone survey by parents; quarter course enrollments; and student choice-learning program, 1975-76. IOX Subject Area Preference Scales (Los Angeles) and locally developed instruments are used extensively.

Section 18 - "Preservice and Inservice of Professional Personnel" reflects improvement in the quality and effectiveness of professional personnel in the function, learning design and curriculum structure of the comprehensive high school. Planning sheets, questionnaires, and preference scales are analyzed to determine attitudinal change experienced by teachers.

Section 19 - "Curriculum Design" demonstrates High School Task Force accountability through development and delivery of curriculum designs used in the revision and improvement of the comprehensive high school curriculum.

Section 20 - " Quarter Course Curriculum Guides" lists the 122 guides developed by the High School Task Force and implementation as part of the Strong Vincent project in 1974-75.

Section 21 - "Learning Environment" Depicts the developed floor plans (learning suites) of the Strong Vincent demonstration model, and detailed outline specifications of the alteration projects at East and Academy satellites.

Section 22 - "Program Exportability" demonstrates how a significant number of quarter courses were exported from the model to East and Academy in 1974-75, and the increase to be offered during 1975-76.

Part VII - "Summary and Conclusions"

Provides a review of information and reflects how the results of the project have significantly reduced the problem of unsatisfactory learning conditions. Quarter course offerings, staff development, "a final look", and implications for the future conclude the report.

Appendix

The Appendix provides a valuable collection of supplementary information dealing with grade structure conversion, goals of quality education, High School Task Force opinionaire, transition plan 1972-75, planning sheets, subject area handbook, and evaluation forms.

Bibliography

The bibliography of this document contains the sources consulted in the development of the program and the practicum.

PART I - SCHOOL AND COMMUNITY

THE ERIE (PA.) COMMUNITY

Erie is a city with a population of approximately 140,000 located on the southern shore of Lake Erie. From a city of 60,000 in 1908, Erie has grown to its present metropolitan area population of over 262,000. Originally settled by New Englanders and by the Scotch-Irish and Pennsylvania Dutch, Erie has successfully assimilated succeeding waves of European immigrants. Earlier immigrants were German and Irish followed by large numbers from Poland and Italy and smaller numbers from Russia, the Balkans and Scandinavia. Blacks have moved into Erie in increasing numbers since the beginning of World War II and now constitute slightly over 7 percent of its population. Blacks and other minorities constitute 14 percent of the Erie public schools.

There are over 450 industrial plants spread throughout the community and the increase in the number of industries has given the city a high ranking nationally in diversity of manufacturing. Products in well over 100 different classifications are made and sold throughout the world. The fact that Erie has a large percentage of homes owned by its workers makes labor conditions stable and satisfactory, in spite of the current economic recession.

Erie is a busy, growing community experiencing a surge of redevelopment. New construction gives visual evidence of financial strength and confidence in the future and vast changes can be seen in the new concept of city planning. With the development of the St. Lawrence Seaway, Erie has grown from a lake port into an international port. Located midway between New York and Chicago with main line rail connections to the great marketing and jobbing centers of the country, the Erie harbor handles hundreds of arrivals and departures of ships each season. Heavy machinery, pig iron and lumber are among the items shipped from Erie while limestone, sand, petroleum, and newsprint are among the cargoes unloaded. Erie's harbor is the finest natural harbor on the Great Lakes, formed by a large peninsula (Presque Isle State Park) and is connected with Lake Erie by a channel.

The educational, social and cultural resources of Erie, and adjacent communities are considerable. Excellent colleges including Gannon, Villa Maria, Mercyhurst, Behrend College of the Pennsylvania State University, as well as Edinboro State College, business colleges and technical schools are all each within reach of Erie residents. In addition the University of Pittsburgh, Case Western Reserve, and the University of Buffalo are all easily accessible.

Erie is the See City of the Catholic Diocese, and Cathedral City of the Episcopal Diocese, and beautiful churches mark the local landscape. Music plays an important part in the cultural life of the people, offering an outstanding philharmonic orchestra performing with local talent and nationally recognized artists. A public school owned and operated museum, planetarium, and library adds to the rich cultural life of the community. Still in its "concept stage" is Erie's giant civic center complex, at a projected cost of $ 20 million. The center includes provisions for a convention hall, auditorium-music hall and civic theater.

The public school system of Erie has an enrollment of approximately 18, 118 pupils, with an elementary school population of 9,124 and a secondary school population of around 8,994. There are nine public secondary schools in the city with four grade 7-8 junior high/middle schools, one model middle school, two high schools, one combined junior-senior high school, and one area vocational technical school. Erie also has a large parochial school population with one boys' academic preparatory school and three smaller girls' academies.

The enrollment statistics, Erie, Pa. public schools for 1975 are presented in Table I.

TABLE 1

Enrollment Statistics - Erie, Pa. Public Schools

1975

SCHOOLS	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Ed. Ment. Ret. (Boys)	Ed. Ment. Ret. (Girls)	Soc. & Emot Disturbed	Hearing Impaired	Physically Handicapp	Visually Impaired	H. Tutored	Cottage	New Direction	TOTALS
ACADEMY			254	256	270	350	33	26								1,189
EAST	158	156	339	256	209	216	9	7								1,350
VINCENT RENEWAL SITE			371	337	364	335	23	23			7	9				1,469
TECH X			318	405	358	245	11	11	22	9						1,379
TECH Y			353	302	310	306	31	29								1,331
GRIDLEY	133	126					9	7								275
MEMORIAL	259	286					18	12	17	10	5	3				610
ROOSEVELT	215	254					15	12								496
WILSON	308	321					8	21								658
MIDDLE	91	90					9	3								193
COTTAGE	1	1	2	4	3	4										15
NEW DIRECTION (Disruptive Student Center)															10	10

Enrollment Statistics - Erie, Pa. Public Schools
1975

	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Ed. Ment. Ret. (boys)	Ed. Ment. Ret.(girls)	Soc.&Emot Disturbed	Hearing Impaired	Physically Handicapped	Visually Impaired	H. Tutored	Cottage	New Direction	TOTALS
HOME TUTORED													19			19
TOTAL SECONDARY	1165	1234	1637	1560	1514	1456	166	151	39	19	12	12	19		10	8,994
TOTAL ELEMENTARY																9,124
GRAND TOTAL																18,118

SCHOOL COMMUNITY STATEMENT

In a society which is changing so rapidly that many of the learnings of one generation are no longer applicable in the next, it is necessary that learning experiences of the children and youth emphasize understandings, abilities, and attitudes which will help them to solve problems unknown at the present time, and develop those values and ways of thinking and acting which will help them to make democracy their way of life. For enlightenment as to what truth, beauty, and love are, we must turn not only to scientists but also to poets, saints, and prophets for instruction in the inescapable but imponderable region of human values.

The aim of our educational program is the best possible development of the individual in relation to others in society. A basic function of education is the development of citizenship, based on a strong conviction of the individual to do his part and to assume his responsibilities in our American community. We strive for a liberal education designed to liberate the human mind and spirit from the bondage of ignorance, prejudice, and emotionalism. The education of a person includes opportunities to develop his ability to think through problems and to make wise choices in their solutions.

We believe that educational opportunities should be continuous to increase knowledge and competence, to experience new dimensions in human relations, and to develop self-reliant citizens. The many pressures in an urban society demand that renewed emphasis be placed on the relationships of the school to the home and community. Educational experiences should result in continuously rising levels of intellectual curiosity, scholarship, and enjoyment in living, learning, and working.

Children in the elementary and secondary schools have the right to the best development of which they are capable. The physical, emotional, mental, social, and spiritual growth of these children will be aided by the combination of well-trained, understanding and sincere teachers, good curriculum, and adequate school facilities -- all aimed toward developing a well-rounded individual in a democratic society. The elementary and secondary schools recognize individual differences, and the need for considering individual pace. This requires the cooperation of parents and community agencies. Each child should be given every opportunity to develop his abilities to the fullest so that he will be able to accept the responsibilities of citizenship.

PART II - NATIONAL PROBLEM-EDUCATIONAL REFORM

NATIONAL PROBLEM

Of late high schools across the country have suffered from tension and unrest. Many groups feel alienated ! It is felt that one of the reasons for this alienation and unrest is that American educational institutions foster uniformity rather than diversity. Educators are expecting a system rooted in the nineteenth century to solve twentieth and twenty-first century problems.

A vast majority of educators agree that the high schools are in difficulty, but there agreement ends; even before they arrive at proposals, experts find themselves arguing about what is wrong and about the source and size of the trouble. While educators ponder the problem, the high school environment deteriorates further.

Our large city school systems are in great difficulty. Two decades ago, the cities operated the best school systems in the United States. Today, these schools are at the bottom in academic accomplishment. Data from the National Assessment of Educational Progress reveal that achievement in schools of the inner city has fallen below that in schools in the rural South, traditionally the nation's inferior schools.

Compulsory school attendance is no longer working. Attendance reports from urban school systems show that in many of the large city high schools, fewer than half the enrolled students attend regularly. Average daily attendance as a percentage of enrollment runs as low as 45 percent in some urban schools. Among those who do come to school, tardiness and class cutting are common.

Poor attendance is symptomatic of other trouble within the schools. During the last five years, crime has become part of normal experience in many high schools. Surveys indicate that 64 percent of the nation's school systems employ people to perform specific police functions. A decade ago, fewer than 10 percent employed any type of security personnel. The size of the security effort can be illustrated by the actions of the Chicago school board, which increased its school police force from 2 to 600 between 1966 and 1973.

Decline in achievement in urban school systems, a nation-wide decrease in school attendance, and an increase in crime in the schools -- such malfunctions must be diagnosed and cured.

Among the sources of the problems of the high schools has been society's insistence on sudden and unsettling changes in their mission.

After the launching of Sputnik, national educational policy, including research and development, was directed toward the advancement of achievement in science and mathematics. The high school was targeted as the institution best able to accomplish this objective.

Social legislation of the early sixties, and the national effort to eliminate poverty and racial discrimination, brought a sudden shift in national policy toward better education for the disadvantaged. The schools, which only six years before had feverishly geared for a substantial concentration in mathematics and science courses, were required to make an abrupt shift in a massive effort to improve the education of the disadvantaged, especially education in basic skills.

Social legislation and administrative action also assigned to the schools responsibility for changing racial attitudes and correcting a broad range of social deficiencies. Now, the prominence of social gains has brought forth a clamor for the schools to recast their priorities and to adjust to individually different outcomes of education.

The American comprehensive high school today must be viewed as an establishment striving to meet the complex demands of a society in the throes of social change, at a time when the school system has become too large an institution and is literally overrun with a mix of young people from inconsistent social backgrounds. This is a difficult circumstance. The pressure of these forces exhausts the strength of the high school as an organized institution. It must be remembered that the school is only one of the agencies of society and works at the socialization process while striving to accomplish its prime function: the education of youth in both the cognitive and affective domains.

In the past three or more years, educational reform has been turned on the high schools and on the problems of adolescence by distinguished national commissions supported by the Kettering and Ford foundations, the National Association of Secondary School Principals, the President's Science Advisory Committee, and the U.S. Office of Education.

The recent Report of the National Panel on High Schools and Adolescent Education, Washington, D.C., chaired by former superintendent John Henry Martin, and made up of widely known scholars, students, and eminent representatives of a number of fields, has left little doubt that fundamental changes are needed. The panel reports that:

> " As the comprehensive high schools have grown in size, they have also increased their bureaucratic rigidities, making provisions for human differences in learning styles, interests, and abilities more complex and difficult to achieve. Thus, in its attempt to meet the needs of all youth, education has failed to meet the individual needs of many - very possibly a majority.

In an effort to keep the schools free of partisan politics and the pressures of vested interests, educators have isolated the schools from the community and from the informal but powerful "collateral education" that students receive from television and other media, from work experience, and from other institutions in the community. Education has come to mean simply what happens in the schools.

The successful absorption of the vast majority of teenaged adults into the self-contained high school has "decoupled" and alienated the generations, delayed the entry of youth into the real adult world, and deprived them of adult models, other than teachers and parents.

Despite clear evidence that young people today mature physically two years earlier than their grandparents - and the assumption that there is comparable intellectual growth - the schools typically treat them as children. We baby-sit, at very high cost during the day, the nation's night-time babysitters: we trust our infants to their care but impose childish and costly controls over them.

Two of the basic missions of the comprehensive high school - education for citizenship and vocational training - are manifest failures. The authoritarian and bureaucratic rigidities of the typical school do not provide an environment conducive to training for democratic citizenship. And vocational education jobs that no longer exist instead of for a future in which most individuals are likely to have a variety of occupations."

During the last 15 years we have seen an unprecedented effort to initiate curricular reform in the public schools. Major curriculum projects have produced programs, materials, and content reform in most of the subject matter areas. However, there is a very real question about the success of these efforts. Charles Silberman, in Crisis in the Classroom, suggests that the recent movement has produced innumerable changes, and yet the schools themselves are largely unchanged. Both Silberman and John Goodlad, dean of the UCLA Graduate School of Education, conclude from their studies that our schools are much the same as they were 20 years ago in spite of the greatest knowledge explosion in history.[1]

Silberman, speaking for many observers, feels that the greatest weakness in American education is the failure to develop "sensitive, autonomous, thinking, human individuals." This weakness results largely from a false dichotomy in the schools between the cognitive and the affective domains, between thinking and feeling. People must be educated not only to think but also to feel. It is only through a combination of the two domains that we can apply what we have learned in order to create a more humane world.[2]

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[1] Charles E. Silberman, Crisis in the Classroom, New York: Random House, 1970, pp. 158, 159.

[2] Ibid., p. 196

Schools In Search of Meaning, the 1975 Yearbook of the Association for Supervision and Curriculum Development, points out that:

1. Schools no longer appear to mean what most of us hoped they would mean in American society.

2. The development of relevant personal meanings in schools is a precarious and doubtful endeavor, and

3. The search for meaning in our professional lives and activity should be a function of all educators.

EDUCATIONAL REFORM
RESEARCH INTO OPTIONS AND ALTERNATIVES

Widespread backing for options in public education has become apparant. There are educators who were involved in attempts to change public education in the last decade and who now see the development of options as the next step in educational reform. This would include national figures such as: David Clark, Mario Fantini, Dwight Allen, Kenneth Clark, and Christopher Jencs; and leading administrators such as Bob McPherson of Philadelphia and Ann Arbor, Shelley Umans of New York, Newman Walker of Louisville and Forbes Bottomly of Seattle.

There are governmental and private agencies concerned with educational reform. Berkeley's options in public schools and Philadelphia's Parkway Program started with federal funds. State departments such as in Pennsylvania, Delaware, Florida, Illinois, New Jersey, New York, and Washington are encouraging the exploration and development of options in the public sector.

The White House Conference on Children, Report to the President (Washington, D. C., Govt. Printing) 1970, recommended immediate massive funding for the development of optional forms of public education. The President's Commission on School Finance, Final Report

(Washington, D.C., U.S. Govt. Printing Office) 1972, recommended that options be provided to parents and students.

Local community groups in Sharon, Mass., Ramapo, N.J., and Lafayette, Ind., have banded together to encourage school boards to provide options for students. Advocates of community control see development of options as a means of local consumer control of public education.

Since 1970 the Center for Options in Public Education at Indiana University has attempted to study and document the development of optional schools. The Center's staff estimates there are optional schools being planned, developed and operated in over 1,200 schools with a total of over 100,000 students. Multiple options are currently available in such school systems as Berkeley, Philadelphia, Minneapolis, Ann Arbor and Grand Rapids, Mich.; Cherry Creek and Jefferson Co., Colorado; St. Paul; Seattle, and Madison, Wisconsin. Philadelphia operates over 60 optional schools and programs at the secondary level.

To contribute to the work in process or completed elsewhere, the names of specific schools and their programs are noteworthy. Bogan High School is a comprehensive model high school which provides exemplary academic, some technical, and career-oriented programs. Marie Curie High School is a comprehensive model high school with emphasis on academics and creative and performing arts. Carpentersville-Dundee has implemented a curriculum of 600 "quarter courses", and Naperville High School offers quarter courses providing students with options.

At the annual meeting of the National Association of Secondary School Principals in Dallas, 1973 there were several schools which demonstrated outstanding programs in the area of the comprehensive high school.

- Highland Park High School; Dallas
- Metropolitan Learning Center; Dallas
- Grapevine Senior High School; Grapevine, Texas

Work in process or completed in various parts of the nation would also include: John Adams High School, Portland, Oregon; Shawnee Mission Northwest High School, Shawnee Mission, Kansas; John Dewey High School, Brooklyn, New York; Cleveland Heights High School, Cleveland, Ohio; Abington High School, Abington, Pennsylvania; and Butler High School, Butler, Pennsylvania.

With the help of a Title III grant, the Quincy, Illinois "Education by Choice Program" provides each parent, student, and teacher with a choice from among a range of five alternative forms of education.

The five are Traditional, Flexible School, Project to Individualize Education, Fine Arts School and the Career School. An interesting aspect of the Quincy education choice plan is that the leadership for the effort was largely professional. Teachers and administrators, together with parents and students, developed alternative education not in response to community pressure, but because the idea made sense educationally.

The National Commission on Resources for Youth, 36 West 44th Street, New York, New York 10036, is a clearinghouse for programs which educate students partially or wholly in the community. It contains information on over 800 projects, and the Commission publishes a monthly newsletter of interest to schools.

"Action", 806 Connecticut Avenue, N.W., Washington D.C. 20525, produces a pamphlet entitled High School Student Volunteers, which gives some hints on successful approaches as well as suggestions about how to keep things going. The last eight pages contain sample forms and records for schools. The Youth Challenge Program accepts requests for planning grants to establish youth volunteer activities.

The National Association of Secondary School Principals, 1904 Association Drive, Reston, Virginia 22091, maintains a file of over

2,000 secondary schools with work and service programs. It provides information and advise to NASSP members and seeking assistance with action-learning and publishes documents including American Youth in the Mid-Seventies, the conference report of the National Committee on Secondary Education. NASSP holds conferences and institutes on action-learning.

There are also other resources bent upon the reform of secondary education. Educational Facilities Laboratories in Community/School: Sharing the Space and the Action, 1973, gives a clear account of the community school movement in this country. A second document Five Open Plan High Schools, 1973, presents a careful study of five schools that have moved toward open plan facilities and the facets which support the new combinations of resource utilization. EFL and Institute for the Development of Educational Activities collaborated to bring together a prominent group of people to deal with the problems of the high school. The result is a highly readable report, The Greening of the High School, 1973, which deals with such items as high school without high school, schools as people places, body time vs clock time, and the like.

The National Commission on the Reform of Secondary Education in its report, The Reform of Secondary Education, New York: McGraw-Hill, 1973, lists 32 major recommendations for the reform of secondary schools in the United States.

Outside-School Routes to Learning, prepared by the New York City Board of Education Office of Educational Planning and Support, December 1973, assumes a redefinition of education with implications for teachers and school itself. The report pursues a variety of options, including many that are outside school routes to education.

The President's Commission on School Finance, How Effective is Schooling: A Critical Review and Synthesis of Research Findings, reviews the research on school effectiveness, questioning many of the traditional approaches to schooling.

Youth: Transition to Adulthood, Report of the Panel on Youth of the President's Science Advisory Commission, Chicago; University of Chicago Press, 1974 (Chaired by James S. Coleman) deals with sweeping reforms of adolescent education in the United States.

William Van Til in Reform of the High Schools in the Mid-1970's, Phi Delta Kappan, March 1975, explains that the major educational reform movement has arrived with the target being the American high school. Van Til states that, "How one responds to the high school reform proposals of the 1970's will depend on one's view of what constitutes good education. It will also be effected in part by one's commitment to or dissent from earlier reforms".[3]

(Readers may also consult the bibliography of this document which lists over 175 pieces of literature dealing with high school education).

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[3] William Van Til, "Reform of the High Schools in the Mid-1970's, Phi Delta Kappàn, March 1975, 493.

PART III - THE LOCAL PROBLEM

THE PROBLEM

The School District of the City of Erie, Pennsylvania has undertaken a reorganization of grade arrangements for the redesign of its schools into groups of four grades for each administrative unit. Starting with the K-4 unit, the district has appointed teacher task forces and held various inservice efforts designed to reconceptualize curricula and improve instruction as a concommitant to this grade reorganization. The plan consists of a change from a 6-3-3 administrative structure for its schools to a 4-4-4 plan. (Appendix A)

The high school change presents perhaps the most difficult step in the entire conversion, since it cannot afford nor is it practical to model a demonstration high school separate from existing high schools.

The specific problem deals with the unsatisfactory learning conditions and organization in the Erie high schools caused by:

- Courses lacking relevancy.
- Out-dated school buildings-- poor learning environment.
- Education without choice.
- Proliferation of year-long courses.

- Outmoded teaching materials/media.
- Rigid learning environment.
- Neglect of affective learnings.
- Lack of priorities for teaching of skills.

Evidence which serves to prove or corroborate the above conditions:

- Educational Quality Assessment Test Scores (below Pennsylvania %ile)
- Stanford Achievement Test Scores (below national norms)
- High School Task Force (Needs Assessment)

The practicum will demonstrate how a team of twenty-one teachers (members of the High School Task Force) after a planning period of six months, have placed into operation in an existing high school a revised curriculum of quarter courses and scheduling to improve the learning situation. The demonstration model contains 1000 students for a school system of 4000.

Purpose of the demonstration model is to make evident that curriculum revision, quarter course offerings, and scheduling with other innovations will improve the situation.

40A

QUALITY EDUCATION PROGRAM STUDY

In 1963 the General Assembly of Pennsylvania passed Act 299 which contains provisions for development of evaluation procedures designed to measure objectively the adequacy and efficiency of the educational programs offered by the public schools of the Commonwealth of Pennsylvania.[4]

> "Education Performance Standards-- to implement the purpose of this subdivision, the State Board of Education, as soon as possible and in any event, no later than July 1, 1965, shall develop or cause to be developed an evaluation procedure designed to measure objectively the adequacy and efficiency of the educational programs offered by the public schools of the Commonwealth. The evaluation procedure to be developed shall include tests measuring the achievements and performance of student pursuing all of the various subjects and courses comprising the curricula. The evaluation procedure shall be so construed and developed as to provide each school district with relevant comparative data to enable directors and administrators to more readily appraise the educational performance and to effectuate without delay the strengthening of the district's educational program. Tests developed under the authority of the section to be administered to pupils shall be used for the purpose of providing a uniform evaluation of each school district and the other purposes set forth in this subdivision. The State Board of Education shall devise performance standards upon the completion of the evaluation procedure required by this section."

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[4] Section 290.1 of the School District Reorganization Act of 1963

To carry out the purpose of the Act, the State Board of Education appointed a committee who in turn requested Education Testing Service of Princeton, New Jersey, to develop a plan for the implementation of Section 290.1 of Act 299. Education Testing Service recommended in their report Ten Goals of Quality Education for Pennsylvania which were adopted by the State Board of Education in 1965. (Appendix B)

In Pennsylvania, the quantitative view of the public school product is obtained through Educational Quality Assessment, The Department of Education's way of determining how closely schools are meeting the Ten Goals of Quality Education, the paradigm of achievement, according to the Legislative Writ of the General Assembly.

Erie, (Pa.) Educational Quality Assessment

The Educational Quality Assessment test was administered to 1,200 eleventh grade students in all Erie public high schools in the fall, 1972. Student outputs and general summaries, all high schools, are found in Tables 2, 3, and 4. Results of the test reveal Erie students are ranking well above actual Pennsylvania %ile in:

I. Self-Understanding

VII-P	Creative Potential
VII-O	Creative Output

Conversely, Erie students ranked well below actual Pennsylvania %ile in:

III	Basic Skills: Verbal
	Basic Skills: Math
IV	Interest in Schools & Learning
V	Citizenship
VI	Health Habits
VIII	Vocational Development
IX	Appreciating Human Accomplishments
X	Preparing for a Changing World

A conclusion to be drawn from these data is that while Erie high school students "have had a potential to learn, have had an appreciation of their worthiness as members of society, and are creative in one or more fields both in potential and output", there has been a failure on the part of the school system to deliver an adequate and efficient program. Inspection of data in Table 5 indicates that teachers also reflect dissatisfaction with the schools and related educational matters, by feeling they are "just a cog... don't feel satisfied - and lack influence on educational matters".

TABLE 2

* Student Outputs: General Summary, EQA Phase III - Fall 1972

Strong Vincent High School

GOAL	AREA	NUMBER STUDENTS	ACTUAL SCHOOL SCORE	ACTUAL PA. % ILE	PREDICTED SCORE RANGE
I	Self Understanding	402	89.73	70	91.70 - 92.47
II	Understanding Others	403	90.39	33	89.15 - 90.26
III-V	Basic Skills: Verbal	404	14.75	17	15.76 - 16.67
III-M	Basic Skills: Math	404	16.95	19	16.87 - 17.86
IV	Interest in School	398	90.67	22	95.18 - 97.25
V	Citizenship	385	161.52	12	160.68 - 164.69
VI	Health Habits	402	117.12	7	115.42 - 117.52
VII-P	Creative Potential	379	63.17	96	60.95 - 62.25
VII-O	Creative Output	384	137.52	65	130.32 - 132.76
VIII	Vocational Development	380	82.74	21	81.87 - 83.03
IX	Appreciating Human Accomplishments	384	154.24	8	152.03 - 154.77
X	Preparing For A Changing World	377	101.59	8	106.62 - 109.13

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* Educational Quality Assessment School Report: A Status Profile, Pennsylvania Department of Education 1972, # 838, page 2.

TABLE 3

* Student Outputs: General Summary, EQA Phase III - Fall 1972
Academy High School

GOAL	AREA	NUMBER STUDENTS	ACTUAL SCHOOL SCORE	ACTUAL PA. % ILE	PREDICTED SCORE RANGE
I	Self Understanding	410	90.44	85	91.17 - 91.94
II	Understanding Others	410	91.29	55	90.05 - 91.18
III-V	Basic Skills: Verbal	437	14.71	17	16.42 - 17.34
III-M	Basic Skills: Math	437	16.88	17	17.22 - 18.21
IV	Interest in School	407	88.70	8	99.22 - 101.29
V	Citizenship	413	159.78	4	167.18 - 171.20
VI	Health Habits	410	119.18	22	116.97 - 119.06
VII-P	Creative Potential	403	63.53	98	62.45 - 63.74
VII-O	Creative Output	414	137.94	70	131.80 - 134.25
VIII	Vocational Development	411	83.30	36	82.29 - 83.46
IX	Appreciating Human Accomplishments	414	154.64	10	150.84 - 153.58
X	Preparing For A Changing World	411	105.03	39	107.18 - 109.70

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* Educational Quality Assessment School Report: A Status Profile, Pennsylvania Department of Education 1972, # 636, Page 2.

TABLE 4

* Student Outputs: General Summary, EQA Phase III - Fall 1972

East High School

GOAL	AREA	NUMBER STUDENTS	ACTUAL SCHOOL SCORE	ACTUAL PA. % ILE	PREDICTED SCORE RANGE
I	Self Understanding	229	91.70	96	90.35 - 91.13
II	Understanding Others	243	89.14	13	87.83 - 88.94
III-V	Basic Skills: Verbal	246	14.26	11	13.94 - 14.85
III-M	Basic Skills: Math	246	15.57	6	15.82 - 16.82
IV	Interest in School	229	88.35	6	94.85 - 96.91
V	Citizenship	229	156.97	1	159.28 - 163.30
VI	Health Habits	232	116.69	5	111.62 - 113.71
VII-P	Creative Potential	229	62.80	94	60.24 - 61.53
VII-O	Creative Output	229	136.62	53	131.86 - 134.31
VIII	Vocational Development	229	82.31	13	80.37 - 81.54
IX	Appreciating Human Accomplishments	229	153.68	6	146.59 - 149.33
X	Preparing For A Changing World	229	103.15	19	104.13 - 106.64

* Educational Quality Assessment School Report: A Status Profile, Pennsylvania Department of Education 1972, # 637, page 2.

TABLE 5

*Summary
Percentage Responses to Teacher Questionnaire Items

	Almost Always			Frequently			Sometimes			Infrequently			Almost Never		
	Vincent	Academy	East	Vincent	Academy	East	Vincent	Academy	East	Vincent	Academy	East	Vincent	Academy	East
I am just a cog in the machinery of this school.	9	7	6	16	14	17	31	34	30	19	7	6	22	34	30
I do things at school that I wouldn't do if it were up to me.	0	0	0	16	10	8	50	45	37	13	21	13	22	21	20
I really don't feel satisfied with a lot of things that go on in this school.	0	3	0	25	21	8	41	48	35	31	24	24	3	3	3
I have a lot of influence with my colleagues on educational matters.	0	3	0	0	10	31	63	45	40	25	21	20	6	21	20

* Educational Quality Assessment School Report: A Status Profile, Pennsylvania Department of Education 1972, page 6.

ACHIEVEMENT TEST DATA

The high school level of the Stanford Achievement Test (Form X) was administered to all eleventh graders in the Fall of 1972, to test the educational achievements commonly expected of students in high school. Tests in the high school battery were designed for college preparatory, business and certain technical curriculums.

Results of the tests, Mean Summary by School (Form X) and Mean Summary by District are displayed in Tables 6 and 7. These data indicate clearly that Erie high school students fell below the national average in a total of four of five areas tested, as shown below.

- English
- Numerical Competence
- Reading
- Sciences (Area Voc. Technical School)

TABLE 6

S.T.A.T. Mean Summary by School (Form X)
Grade 11 Fall 1972

	English	Numerical Competence	Mathematics	Reading
A				
Number of Scores	406	399	399	399
Mean Score	48.940	49.308	54.180	49.521
Standard Deviation	.94	.99	1.05	1.01
Variance	.8890	.9852	1.1106	1.0382
%ile Rank	36	36	60	36
Stanine	4	4	6	4
E				
Number of Scores	216	215	216	216
Mean Score	46.166	46.962	49.851	45.699
Standard Deviation	.96	.91	.84	.94
Variance	.9363	.8247	.17181	.8926
%ile Rank	24	30	38	23
Stanine	4	4	4	4
S				
Number of Scores	409	391	390	391
Mean Score	48.166	47.268	51.561	47.347
Standard Deviation	.88	.94	.87	.89
Variance	.7892	.8829	.7642	.8065
%ile Rank	32	30	46	28
Stanine	4	4	5	4

TABLE 7

S.T.A.T. Mean Summary by District (Form X)
Grade 11 Fall 1972.

	English	Numerical Competence	Mathematics	Reading	* Science
Number of Scores	1373	1346	1392	1393	394
Mean Score	47.819	48.149	51.951	47.997	49.068
Standard Deviation	.92	.93	.93	.95	.85
Variance	.8578	.8755	.8723	.9028	.7250
%ile Rank	32	32	52	32	36
Stanine	4	4	5	4	4

* Area Vocational Technical School only

HIGH SCHOOL TASK FORCE OPINIONAIRE

NEEDS ASSESSMENT

The High School Task Force Opinionaire (Appendix C) was developed as a method to assess school and community needs as to the role of the high school, and the extent to which it should change.

Results were analyzed and used by the task force as a guide in developing the new comprehensive high school program. As illustrated in Table 8, a population sample was drawn for the assessment from the secondary schools and community.

TABLE 8

High School Task Force Population Sample
February, 1974

	Number	School/Community
Students	330	*From all Erie Junior and Senior High Schools
Parents	330	Parents of students (matched)
Teachers & Counselors	200	From Junior & Senior High Schools
Administrators	20	Principals and Assistant Principals
Community	100	Random Group
Total	980	

* Memorial, Roosevelt, Wilson, Gridley (Jr. High Schools)
Strong Vincent, East, Academy (Senior High Schools)

HIGH SCHOOL TASK FORCE OPINIONAIRE

Summary

About Courses

The majority of students felt more courses reflecting student interest should be offered and, concomitantly teacher explanations of objectives could be improved. Students and parents questioned the practical value of some courses, and indicated a need for more freedom-of-choice than presently exists. The survey disclosed that many courses lacked relevancy, were too long, neglected affective learning skills and did not meet the needs of various teacher-learner styles.

About Students

Students felt time should be less structured and there was a need for fuller participation in determining the goals and aims of the high school. Students expressed more confidence in their ability to recognize the problems of society (more so than teachers and parents gave them credit for). Students indicated a desire for greater participation in student government, and in the development of their educational goals. Students felt a greater need to be treated as individuals and opposed rigid learning styles in their daily courses. Students also felt grading should be based more on a student's ability than on a comparison of his work with other students. Students did not always feel they could freely express their own views. Students felt they should have greater voice in revision of high school courses. Students did not feel they had much opportunity to make suggestions regarding school rules and regulations. A majority of students felt they were held responsible for behavior and class performance. They also felt there was considerable room for improvement in the manner in which behavior problems were handled. Students felt that schools could be more enjoyable places in which to learn.

About Teachers

Teachers felt a definite need for more individualized instruction in the classroom. Teachers also expressed the desire for greater involvement in setting the goals and objectives of the high school and more time to plan and revise courses. Teachers stated the need to take increased interest in students, and at the same time, students should be held more accountable for their actions. Teachers felt that more emphasis should be placed on teaching students how to think than on the memoritor process. Teachers also supported greater means of student motivation other than the fear of punishment. Teachers felt that non-teaching duties interfered with instruction.

About Administrators

Administrators were unanimous in their opinion that high school teachers need to take increased interest in their students.

About Parents

Parents recognized the need for greater individual attention for students in the classroom. They were also critical and questioned the practical value and application of some courses. Parents expressed a need for more freedom-of-choice than presently exists. Parents expressed less satisfaction with guidance and counseling services, and directed attention to the need for the school to help the student become an independent thinker.

The High School (generally)

The survey indicated the high school should devote more time to teaching the "basic skills". There was a need for more efficient use of building equipment and facilities. More cooperation or linkages should occur with local business or industry. More opportunities should be extended in art, instrumental and vocal music, and expansion of other kinds of school sponsored athletics. The survey also revealed that the school should provide more programs for students with learning difficulties. There was a definite need for improvement in services rendered by school libraries. It was indicated that graduation requirements were not designed to meet individual student needs and refinement of high school policies, rules, and regulations were needed.

PART IV - THE HIGH SCHOOL TASK FORCE

THE HIGH SCHOOL TASK FORCE -- A VIABLE FORCE IN CHANGE

In Erie, the conversion date from 6-3-3 administrative structure to the "Triple Four" plan was set for September 1974 (Appendix D). The district was committed to a new educational philosophy including new education programs and educational re-organization. In order to achieve the intended goals and objectives of the new educational philosophy, the district took an extensive role in the conceptualization, development, implementation, and dissemination of the organization and programs. To unify these components and to provide continuity and leadership to the entire evolving educational plan and programs, the administration assembled task forces of teachers.

Using conclusions and recommendations taken from the four-day Fall, 1973 teacher inservice workshop, a selection process was established to determine teacher membership to the High School Task Force (HSTF). Table 9 illustrates task force composition, by percentage from the combined secondary schools.

TABLE 9

High School Task Force Composition

Disciplines	Teachers Total Secondary	Percent	Slots Allotted
English	64	18%	3
Social Studies	62	18%	2
Foreign Language	20	6%	2
Math	38	11%	2
Science	37	11%	3
Health & Phy. Education	25	7%	1
Fine Arts	27	8%	2
Special Education	9	3%	1
Industrial Arts	15	4%	2
Media Specialist	5	1%	1
Nurse	5	1%	1
Total	307		20

The 1974 Master Contract between the Board of Education of the City of Erie and the Erie Education Association (EEA) stated in Article II, Section 0:

> "The Board agrees to insure continuing teacher participation in the development of learning programs. Such development shall be done by task forces established and administered by the Board. At least one-half of any such task force shall be composed of teacher selected by Association, the balance by the Board. Members of the task force shall be granted time from teaching duties, without loss of pay, while working on such force."

A series of meetings between EEA and Administration were held to determine needs and to review HSTF applications prior to distribution among 9-12 teachers, (Appendix E). Applications were received from teachers, and a review was made prior to the final selection. General guidelines were also established to aid EEA and management in making final selections. As shown in Table 10, twenty-one teachers were selected to HSTF representing a balanced structure in terms of school, discipline, and support service.

TABLE 10

High School Task Force Teachers By School/Discipline

	Art	Music	Industrial Arts	Health Phys. Educ.	Special Education	Nursing Service	Social Studies	English	Math	Foreign Language	Science	Media
ACADEMY (5)			x	x				x	x		x	
EAST (4)			x				x	x			x	
VINCENT (4)						x	x	x		x		
GRIDLEY (2)									x			x
MEMORIAL (3)		x								x	x	
ROOSEVELT (1)	x											
WILSON (1)					x							
* MIDDLE SCHOOL TASK FORCE (1)												
TOTAL (21)												

* Lead Teacher
* Administrator (1) Sam Cianflocco

PILOT SITE

The pilot site committee of the High School Task Force was organized to determine and develop guidelines for the selection of a pilot site for the model high school.

The committee considered the following criteria for site selection.

- Administration
- Staff
- Student Population
- Physical Plant
- School and Community

To determine administrative receptiveness, building principals and assistants were interviewed. Teacher receptiveness was treated via a questionnaire which asked, "Would you like the pilot program placed in your school?"

I. Administration (Building Level)

No high school principal voiced opposition to the basic concept of a pilot site; each demonstrated concern over feasibility of the pilot site being in his building during the 1974-75 school year.

Strong Vincent

The principal felt that a pilot program would only function effectively if the following conditions existed:

- An appropriate student population, preferably no more than 1200 students in the building.

- A physical plant that would be further renovated to meet the needs of the program.

He further noted that the following conditions would provide difficulties in the implementation of the program.

- Increased enrollment due to the addition of a 9th grade and additional students in special ed.
- A physical plant that does not meet the needs of the existing vocational arts program.
- The concept of a pilot site and its implications were not made sufficiently clear.
- Uncertainty of teaching staff's receptiveness.

East

The principal indicated that a pilot program could be implemented if the following conditions existed:

- Seventh and eighth grades would be transferred from the East High facility.
- A "new" program could function best with assistance from one or two task force members.

The principal further noted some concern over the renovations presently undertaken by the district for East, and possible disabling effects on the program.

Academy

The principal noted that the following questions should be answered before implementation could be considered:

- What is the proposed program?

- What new schedule would be employed?
- Would teachers be inserviced?
- How would the comprehensive high school renewal site concept be implemented?

The principal further noted that implementation at Academy would be difficult for the following reasons:

- Major renovations would be taking place.
- Feed-back from staff that "pilot" program was being developed "too quickly".

II. Teaching Staff

In an attempt to determine teacher attitude, the teaching and guidance staffs from each of the three city high schools were asked to react to the question of the pilot program. Table 11 illustrates total responses from the three Erie high schools.

Table 11

"Would You Like The Pilot Program Placed In Your School?"

School	Total Responses	Yes	No	Undecided
Academy	50	14	33	3
East	43	28	13	2
Strong Vincent	41	24	10	7

Academy

"No" responses were based primarily on scheduled renovations, and desire to see the planned program before commitment could be made.

East

"No" responses were based primarily on scheduled renovations and the difficulty posed by the 7th and 8th grades, if they remained a part of the school 1974-75.

Strong Vincent

"No" responses were based primarily on the desire to "see" the planned program before commitment could be made, and a previous negative experience with a new program.

III. Student Population

Recognizing that student characteristics and needs are the base of any learning program design, a study was undertaken (1) to determine projected enrollments in the three high schools and, (2) to do a student population profile. Results of the profile by school are found in Table 12.

TABLE 12

High School Center Student Profile

School	Enrollment 73-74	College Bound	Enrollment 74-75*	Socio-Economic Status
Academy	1150	40%	1344	Avg-High
East	1238	30%	1175	Avg-Low
Strong Vincent	1250	40%	1515	Avg-High

* Re-districting and new 9th grade

IV. Physical Plant

Following the examination of floor plans, architectural renovation plans, and on-site building inspections, the following conclusions were reached:

Academy - Major additions and alterations are necessary (planned)

East - Major alterations are necessary (planned)

Vincent - Building lends itself reasonable well. Renovations completed to date.

Since the three facilities were designed for a traditional style of learning, none were understandably ideal for a truly comprehensive high school. However, with planned renovations it was ascertained a "new" program could eventually function.

V. School and Community

Recognizing that a high school services a given population, this became a significant criterion to be considered.

Academy

- There appeared to be an even distribution of occupational white and blue collar jobs.
- Race 22% Black, 78% White

East

- Parents tended to be middle class, blue collar workers.
- Race 12% Black, 87% White, 1% Other

Strong Vincent

- Occupational white and blue collar workers evenly distributed.
- Race 12% Black, 87% White, 1% Other
- (The proximity of the school to the Model Middle School and Gridley Middle School Renewal Site would make Strong Vincent an important receiving school for students involved in new modes of learning.)

BUDGET

The budget committee was charged with the task of formulating a preliminary budget to support a model high school program. Budgeting was the component of the High School Task Force in which the programs and available resources were examined, and a budget document prepared that expressed the plan of the district in terms of expenditures. Budgeting was thus an integral component of HSTF, since planning and programming usually have little impact unless translated into a budget. Emphasis was placed on isolating the expenditures to be incurred in a particular program, rather than common expenditure requests into a category of expenditures shared by all other programs without delineation.

In formulating its preliminary budget, the committee utilized the following procedures:

- Determined materials and equipment normally available in the existing program.
- Assessed needed change and costs.
- Determined costs of other programs both within and outside of the district.
- Constructed the actual budget.

In determining materials and equipment the committee met with the district's curriculum coordinators and discussed present methods and amounts allocated for existing programs. A preliminary meeting was held on February 7, 1974, and additional contacts were made on an on-going basis. Members of the HSTF, who represented the various disciplines, were directed to assess equipment and material already in-place in the high schools. Up-dated materials were to be utilized as much as possible as a cost reduction factor.

In order to cost a new program it was important to have a reasonable idea what the new model high school would encompass. It was determined by the budget committee that each HSTF member should assess the amount of change which was desired and reasonable. Teachers and administrators were contacted to determine possible change. Once the tentative changes were determined, they were to be costed. Initial work was started February 8, 1974, with a report back to the HSTF as-a-whole on February 22.

In determining costs of previous programs the budget committee obtained Erie School District budgets of fiscal years 1971-72, 72-73, and 1973-74. The budgets were carefully perused including line-items involving program development since 1971. This cost analysis afforded the committee an opportunity to understand allocation of funds used to support educational change. The committee on February 15, 1974, traveled to Cleveland, Ohio to discuss budget with Mr. Richard Rosenfeld of the Cleveland Heights schools. Heights High School operates a "school-within-a-school" which serves approximately 400 students. The committee viewed the trip as valuable since it provided additional insights into the area of cost analysis.

In constructing the actual budget the committee worked to accommodate a 1000 student program. All line items were prepared and made flexible so alterations could be effected with minimal effort. Lengthy meetings were held with subject-area specialists to determine line items. Each subject area committee met with the budget committee to determine preliminary costs. The preliminary budget was finalized and presented to the HSTF as-a-whole on February 22, 1974 (Appendix F).

The Board of Education on June 30, 1974, adopted the High School Task Force budget recommendation. As a result of the action, and given one year (September 1974 to June 1975) a comprehensive high school renewal site with 9 - 12 grade organization was established as a demonstration model for similar schools to be organized in Erie, Pennsylvania.

Account		Description	Budget
* 7 - 1 - 74 - 20			
20	0213.30	Sec. Task Force in Service (Summer 1974)	40,600.00
20	0213.31	Sec. Task Force Teachers (4)	50,400.00
20	0219.09	Clerk Mid Task Force	5,465.00
20	0222.05	Sec. Task Force Teaching Supplies	46,500.00
20	0222.47	Materials for Developmental Reading	18,500.00
20	1243.35	Sec. Task Force Equipment	50,000.00
20	1244.03	Print Equip. Sec. Task Force	7,500.00
		Total	$ 118,965.00

In June, 1974, the Report of the High School Model Phase-In, prepared by high school task force director, Sam Cianflocco, was submitted to the superintendent of schools with the following recommendations:

- That Strong Vincent High School be designated as the demonstration model
- That East and Academy High Schools become "satellite" schools

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* 1974-75 Budget of the School District of the City of Erie, Pa. Program 20, Development and Transition - Demonstration High School.

It was agreed that alternatives and options in education were to be placed into operation during the 1974-75 school year. The basic thrust of the "phase-in" was to be in curriculum revision, quarter course offerings, and student choice.

Concentration was to be in the areas of:

- Social studies
- English
- Science
- Mathematics

Part V

MODEL HIGH SCHOOL ORGANIZATIONAL DESIGN

During the 1974-75 school year, Erie high schools for the first time contain a grade 9-12 configuration. Strong Vincent as the demonstration model has been seeking to achieve improvements in the conditions and performance of teachers and students. The purpose of the model as a beginning phase has been to demonstrate how innovations in education can be implemented with emphasis on curriculum revision, quarter course offerings, and student choice.

"Project individual" was the name assigned to the design and implementation of the approved long-range educational plan for the Erie schools. It was designed as a learning component to the 4-4-4 grade configuration. Basically, it is a plan to individualize learning around stated objectives and to personalize learning in terms of a learner's own style. Project individual views education as a process and is intent on helping a student achieve his humanity. Therefore, project individual has used a learning design consistent with what we know about adolescent development and American culture. Project individual and the comprehensive high school promotes learning as a process whereby learners inquire and experience in a more flexible structure with a variety of materials.

Learning Design

The general learning design of the comprehensive high school is organized to meet the general learning objectives defined as autonomy and effectiveness.

- The learning opportunities range from dependent-learning to self-directed learning.
- The learning opportunities range from teacher-elected to various aspects of learner-selected.

To help the learner "learn", several aspects of the student's educational experience must be considered. These aspects aid in the development of the learning program which will better service and equip the learner for his future life and role in society. Various goals or objectives and learning components have been established to meet these needs.

1. Objective:

   - To assist the learner in the development of the basic skills needed in this school as well as societal role.

   Program Component:

   - Basic skill development stressed in all subject areas throughout the grades.

At the core of any learning program is the curriculum. The "new" program designed by the High School Task Force not only deals with curriculum revision, but also deals with various phases of curricular restructuring. Revision and restructuring is stated in various curriculum designs developed by the task force.

2. Objective:

   - To make the curriculum more relevant in meeting the needs of today's learners.

   Program Component:

   - Providing a "balanced" curriculum whereby all students are required to have the arts as well as the academics.
   - Wider course and program offerings in both the generalized as well as specialized areas.
   - Offering courses on a quarter course basis to give a greater selection and variety of courses.
   - Cross-gradeness to better meet the needs and interests of learners, as well as offering wider student choice of courses and programs.
   - Providing current materials and media.
   - Providing in-service experience to teachers in the program; to plan various courses which are innovative in content and approach.

3. Objective:

   - To recognize that individuals do not all learn in the same way.

   Program Component:

   - More direct effort in the development of various learning/instructional styles.

- Providing various types of learning materials.

4. Objective:

- To assist the learner in self-image and self-direction.

Program Component:

- Development of an atmosphere which makes school a more enjoyable place to be and one which will engender a more interpersonal environment.
- Greater choice in course and program offerings, thus encouraging the decision-making role.
- Providing courses that will give better of himself and others (human development, the arts, the humanities and specialized societal and behavioral studies.)
- Development of programs that will help the learner to determine his job or career role. (programs to include options for college and various career education).

Learning Principles

The comprehensive high school demonstration model is viewed as a learning program designed around stated objectives and attempts to personalize learning around a learner's personal style.

1. Clarification of Meanings

    1.1 Learning Program - Stresses the learning of the student as well as the teaching of the teacher. The outcomes are measured by how much the student learns, not how much the teacher taught.

    1.2 Individualize Learning - Uses the behavioral ideas of performance.

        1.2.1 Learning should deal with skills thought to be "basic"; writing of instructional treatments to use with various kinds of learners.

        1.2.2 Diagnosis of which skills are lacking in learners and organization of school program to facilitate coming together of learner and teacher.

    1.3 Personalize Learning - Stresses the humanistic ideas of interaction. It tries to personalize how the learner learns in two ways.

        1.3.1 Personalize by Style - Some learners function better by being left alone, others by firm direction. Some learn well in large groups, some in small groups, other by themselves.

        1.3.2 Personalize by Activity - Some learners learn through words, others require concrete materials, still others require a variety of materials.

The comprehensive high school includes learning programs organized around active learning, initiative by students, inquiry approaches to problems, and concrete experiences through the manipulation of materials.

2. Clarification of Meanings

   2.1 Active Learning - Encourages the asking of questions, interaction between students, and cooperative projects.

   2.2 Inquiry Appoaches - Learning begins with questions rather than answers. Learners provide the insights in structural learning situations. How to deal with questions becomes as important as answers to the question.

The comprehensive high school has learning programs that seek balanced learning in the three principle learning domains, (1) the cognitive domain, (2) the affective domain, and (3) the psychomotor domain.

3. Clarification of Meanings

   3.1 Cognitive Domain - This area refers to the information part of man or his use of intellect. Facts, classifications of information, thinking processes, inquiry techniques, and analysis of data.

   3.2 Affective Domain - This area refers to the emotional life of a man. Feeling, values, emotions, and tradition.

3.3 Psychomotor Domain - This area refers to a man's physical, perceptual and aesthetic abilities. The sense, manipulative abilities, coordination, perceptual-conceptual unity, and physical skills.

The comprehensive high school is viewed as a learning program using balance between the behavioral design for objectives and the humanistic design for interaction with learners.

4. Clarification of Meanings

4.1 Behavioral Design - This design defines learning in performance objectives and stresses stated levels of mastery that are expected.

4.2 Humanistic Design - This design helps to balance the structural nature of behavioral objectives with the human uniqueness of the student.

CURRICULUM REVISION

Curriculum revision was completed by the High School Task Force for utilization at the demonstration model site. It includes:

- New quarter course offerings
- New 9th grade requirements
- Opportunity for cross-grading
- Student choice
- Priorities for teaching of skills
- Affective learnings incorporated in courses
- Alternative learning/instructional styles
- Full four year program available for academic areas
- Various programs available to meet various interests and needs of students
- Both open and prerequisite courses
- Flexibility to fit various scheduling patterns
- Semester and year long courses also available

At the Strong Vincent model high school, 1974-75 became a phase-in period with the basic thrust being curriculum revision, quarter-course offerings and student choice. Concentration of the phase-in has been in the areas of:

- Social studies
- English
- Science
- Mathematics

Also being tested on a more limited, self contained classroom basis are:

- Foreign language
- Health and family life
- Physical education
- Vocational education
- Fine arts
- Special education

Social Studies

I. Rationale

The social studies selects its resources from the various social science disciplines including cultural anthropology, political science, economics, geography, history, sociology, and psychology. The concepts and structures of the social science disciplines are used selectively by teachers as a means for the attainment of social studies goals. The social studies also uses data from the social sciences that contribute to the understanding of societal values and problems, the nature of change and our human heritage. Although it is not possible for all students to gain complete knowledge about man, society, and the universe, teachers and student must select the segments of knowledge that are relevant in their daily lives and times.

II. Goals

- Broadly speaking, goals for the social studies are threefold: knowledge, skills, and behavior.

Knowledge

- To bring to all students a body of knowledge about man and society, past and present.
- To help all students gain an understanding of the geographical environment of man.

- To conceptualize the cultural structure and the behavior of people in many societies.
- To understand how man governs himself and to learn to participate in self-government.
- To perceive how societies function in attempting to meet their economic needs and wants.
- To comprehend how men develop effective and responsible societal behavior.

Skills

- To help each student learn and use certain skills that provide a link between knowledge and behavior.
- The ability to read with understanding.
- The ability to think, organize, relate and give meaning to knowledge from the social sciences.
- The ability to extract and use information from reading, listening, seeing and discussion.
- The ability to analyze critically and to comprehend social, economic, political and moral issues.
- The ability to locate, organize and evaluate evidence and data necessary for making decisions.
- The ability to separate fact from opinion and to give both their proper role.
- The ability to make effective and responsible decisions.
- The ability to express one's self clearly and effectively both orally and in writing.

Values and Attitudes

- To understand and appreciate the values and attitudes that are central to the structure of the American culture, and through a wide variety of experiences to develop value systems consistent with individual needs and with the consistent growth and development of our culture.

- To understand that attitudes are part of behavior patterns which incline to react in certain ways; and to know that school experiences can help to organize and shape attitudes already acquired and aid in the development of attitudes that lead to desired behavior patterns.

III. Basic Design/Implementation

The basic design of the structure of the social studies program is that of quarter courses, with special year-long courses offered. While four years of social studies is required, and while specific quarter courses are required, the opportunity for choice in completing the social studies program is available to the student to match academic and personal interests.

A. Overall Requirements

1. Minimum of sixteen quarters or equivalent of social science must be taken and successfully completed by every student.

2. Organized as follows:

    2.1 9th grade - four non-elective quarter courses grouped into a new program called "Introduction to Social Sciences". (4)

2.2 10, 11, and 12th grades - cross graded

American Studies - four quarters required 3 chronological sequence 1 elective	(4)
World Studies - four quarters required 2 chronological sequence 2 elective	(4)
Elective - four quarters	(4)
	16

IV. Course Offerings

A. Ninth Grade Social Studies - "Introduction to the Social Sciences"

Quarter Courses

- The Individual and His Government
- See America First
- Man and His Culture
- Who Did It (Bibliographies)

Goals

- To arouse student interest in and curiosity about the social sciences.
- To develop in students various skills and proficiencies associated with the social sciences.
- To give the student a greater understanding of himself, and of his place in society (government).

- To increase student awareness in the geography of the United States and examine economic problems as related to regions of the world.

- To increase proficiency in investigation and inquiry.

- To increase student competencies in the social sciences.

(ninth grade cluster contains elements of history, sociology, political science, anthropology, economics and geography).

B. American Studies

Quarter Courses

- Early Exploration (to 1789)
- Reconstruction to World Power
- Constitution to Reconstruction
- World Power Through World War II
- Cold War to Present

Electives

- Sociology I and II
- Economic Principles
- United States Economy
- Consumer Economics
- The American Indian
- The American Woman
- American Minorities
- Picks, Lariats & Barbed Wire
- Comparative Economic Systems
- Comparative Political System
- American Government
- Current Issues
- Futuristics
- Pa. the "Keystone"
- Men of Destiny
- U.S. Constitution
- Economic/Political Geography
- Man & His Environment
- Introductory Anthropology
- Media and Its Influence
- Youth and the Law
- The American Labor Movement
- Protest, Dissent & Reform
- Introduction to Psychology

C. World Studies

Quarter Courses

- Ancient
- Classical
- Middle Ages
- Renaissance
- 19th Century
- 20th Century

Western World -- student selects two

- Ancient World
- Middle Ages
- Renaissance, Reformation and Absolutism
- Classical World
- 19th Century
- 20th Century

Non-Western Regional Studies -- students selects one

- China
- Japan
- Russia (USSR)
- Latin America (open)
- Cold War (open)
- * World War II
- ** Comparative Religions
- Famous Battles of History
- *** Current World Issues
- Africa
- India & Pakistan
- Middle East
- People Who Changed the World (open)
- War or Peace
- Nationalism
- Modern Europe Since World War II

* PR (U.S. History)

** PR (One Non-Western Course)

*** PR (1/3 World Studies)

D. Advanced Placement (American History)

- Goals - To give the academically gifted student an opportunity to participate in college level investigation of American history emphasizing highlights from discovery to 1945 and beyond. (college credits available).

- Course - A year-long course open to upper level students with student, parent, counselor orientation.

Advanced placement (European History)

- Goals - To afford the academically gifted student an opportunity to participate in college level investigation of the highlights of European civilization from late feudal times to the post World War II era. (college credits available).

- Year-long (upper-level)

E. Independent Study

- Honors Course - Open to highly motivated, teacher selected, goal oriented students of average ability and above, who are mature and self-directed in researching and developing topics with minimum teacher supervision.

- A loosely structured course tailored to meet individual student needs. The course accommodates a student in an apprenticeship program, an exchange student program, a travel-study program, and a community study program.

- Although the course is highly individualized, a seminar approach is used to allow students to benefit from each others' experiences.

English and Language Arts

I. Rationale

The study and practice of the language arts is the basis for student understanding of all other areas of learning. Thus reading, writing, listening, speaking, and viewing are an important part of any comprehensive high school curriculum. This program in quarter and semester courses, some required and some elective, is designed to include practice in each of the language skills in every class.

II. Goals

- The student will be able to adequately communicate with others in both oral and written form.
- The student will be acquainted with the use of "standard" English.
- The student will be better able to write in an understandable and organized manner the information needed in his level of education.
- The student will be able to listen intelligently, to gather information, analyze critically, and express oneself clearly and effectively both orally and in writing.
- The student will be able to read critically both for information and for pleasure.
- The student will be able to view television and drama productions with an understanding of both the literary and technical aspects of programming.

III. Basic Design/Implementation

There is a four year requirement in English for any student seeking graduation and a diploma for high school.

Under the "phase in" program and the quarter course approach, this four year requirement is equivalent or equal to 16 quarter courses (four quarters during each year grades 9-12).

Any student in English must have met the ninth grade requirements satisfactorily and passed twelve quarter courses that will include at least one elective from each of the following areas: literature, media, composition.

College preparatory students, that are presently enrolled in the ninth grade, are advised to take three composition courses, including one in advanced composition and one in research writing. They are also advised to take one course in Shakespeare.

Students presently enrolled in the ninth grade also will be required to take one quarter course in speech.

IV. Course Offerings

One indicates area of grammar/composition, i.e. 102 - Advanced Composition;
Two indicates area of literature, i.e. 201 - Shakespeare As A Writer;
Three indicates area of media, i.e. 301 - Using Speech Effectively;
Four indicates related areas, i.e. 401 - Reading - As You Will.
* Prerequisite

First Quarter

Language 1 (ninth grade)
Literature 2 (ninth grade)
101 Some How's and Why's of Language
102 Advanced Composition
103 Techniques for Writing A Research Paper
301 Using Speech Effectively I
302 What Is A Film?
303 As the World Moves
104 Beat the College Boards
401 Reading -- As You Will
201 Shakespeare As A Writer
202 Impressions & Opinions
203 Humor and Comedy in Literature
204 About Worlds to Come
205 Writings from the Minorities
206 Short Fiction: America's Contribution to Literature
105 Journalism 1 - Writing the News
304 *Journalism 3 - Publishing the Newspaper
305 *Journalism 4 - Publishing the Yearbook

Second Quarter

Literature 1 (ninth grade)
Language 2 (ninth grade)
106 Writing for Understanding
107 Forms in English
108 English for Your Job
314 What the People Said: Magazines & Newspapers
306 *Using Speech Effectively II
402 Developing Reading Skills
401 Reading -- As You Will
207 Poetry for Today
208 Authors of the World
209 Myths Around the Earth
210 About the Lives of Men
211 Literature of the Frontier
212 Literature of America
213 Drama of Today
307 *Journalism 2-Making Up the Front Page
304 *Journalism 3 - Publishing the Newspaper
305 *Journalism 4 - Publishing the Yearbook

Third Quarter

Literature 2 (ninth grade)
Language 1 (ninth grade)
109 Words, words, words
102 Advanced Composition
110 Imagination with Words I
111 English for Business
301 Using Speech Effectively I
303 As the World Moves
401 Reading -- As You Will
201 Shakespeare As a Writer
214 *Tragedy from the Pen of the Master
215 Mystery, Crime & Detection
202 Impressions & Opinions
216 Poems and Where They Come From
304 *Journalism 3 -- Publishing the Yearbook
115 Linguistics
116 *Imagination with Words II
117 Language and Human Development
217 Literature of England
218 The Novel
219 British Novelists
220 Religious Literature -- Hebrew Bible
221 Religious Literature -- New Testament
405 * Independent Study

Fourth Quarter

Language 2 (ninth grade)
Literature 1 (ninth grade)
112 *Practical Prose
113 History of English Language
114 *Writing Scripts for Radio
306 *Using Speech Effectively II
315 Film Making
308 *Oral Interpretation
402 Developing Reading Skills
401 Reading -- As You Will
309 Introduction to Photography for Publications
229 Greek Drama
230 Yesterday and Today
105 Journalism 1 -- Writing the News
304 *Publishing the Newspaper
305 *Publishing the Yearbook
223 Religious Literature - - Eastern
224 Literature from Black Authors
225 European Literature
226 Comedy from the Pen of the Master
227 Literature of the Supernatural
228 Ibsen-Study of Four Plays
310 *Acting
311 *Play Production
312 *Debate I

Language and Literature (Ninth)

Introduction to the high school English program is the overall purpose of the ninth grade course. It consists of four quarters which are skill oriented. Two concentrate on grammar, composition, and vocabulary development; two on an overview of the types of literature. This overview is designed to prepare the student to make valid selections from the non-graded elective courses in tenth, eleventh and twelfth grade. The language quarters will review and strengthen grammar and writing skills and continue the vocabulary development emphasized in previous grades.

The skill-building patterns in the language and literature components are related. Therefore, Language 1 and Literature 1 must be taught one after the other, either one first; Language 2 and Literature 2 must be treated in the same manner.

If any quarter is failed, it must be repeated and passed before the student may enter the elective program.

Whether Language 1 and Language 2 is taught first, a review of study skills, library skills, and grammar and composition techniques learned in previous grades should be completed before new concepts are introduced. In the presentation of the second language component in the second quarter, only grammar and composition concepts should be reviewed.

The course work in each component including a final test, should be completed in eight weeks. The remaining week in the quarter should be devoted to a "mini" course, the subject and make-up of which should be determined by the teacher and students in each individual class. It can be the result of an interest derived from the course or it may be totally different. However, it should present a learning experience in an aspect of language.

Ninth Grade Components

Language 1

** History of Language

** Inventory of Study Skills

** Review of Library Skills

. Review of Grammar

. Introduction of New Grammar Concepts

. Composition:
  Exposition
  Argumentation

. Vocabulary Development

. Mini (one week)

Literature 1

. Learning About Nonfiction:
  Media
  Essay
  Biography

. Learning About Poetry

. Vocabulary Development

. Development of Skills for Reading Nonfiction

. Writing About Nonfiction

. Learning Terminology for Discussion of Nonfiction

. Mini (one week)

** Taught First Semester

Language 2

- Review of Grammar
- Introduction of New Grammar Concepts
- Composition:
  - Narration
  - Description
- Vocabulary Development
- Mini (one week)

Literature 2

- Learning About Fiction:
  - Short Story
  - Novel
  - Drama
- Learning About Mythology
- Development of Skills for Reading Fiction
- Learning Terminology for Discussion of Fiction
- Mini (one week)

Science

I. Rationale

A science program has been developed to provide experiences through which young people can gain basic knowledge, skills and attitudes. The opportunity for each person to pursue his interests will lead to the learning of the "basics" as well as specialization by choice.

II. Goals

To develop scientifically literate and personally concerned individuals having the necessary intellectual resources, values, attitudes, and inquiry skills to promote high competence for rational throught and action.

- Learning how to learn, how to attack problems, how to acquire new knowledge.
- Exploring values in new experiences.
- Understanding concepts and generalizations.
- Learning to live harmoniously within the environment.
- Applying science concepts, process skills and values in making everyday decisions.
- Recognizing that the generation of scientific knowledge depends upon the inquiry process and upon conceptual theories.

- Distinguishing between scientific evidence and personal opinion.
- Interpreting the interrelationship between science, technology, and other facets of society including social and economic development.
- Realizing the human origin of science and understanding that scientific knowledge is tentative, subject to change as evidence accumulates.
- Continuing to inquire and increase scientific knowledge throughout his life.

III. Basic Design/ Implementation

The fundamental design of the science program involves quarter or nine week courses. There are, in addition, semester and year long courses. Two years or eight quarters of science will be required (passed) for graduation.

Science Area	Quarters
A - Earth Science	3
B - Life Science	3
C - Chemistry *	1
D - Physics *	1
Total	8

* A modified course of chemistry and physics as part of a physical science offering will fulfill requirements. Science graduation requirements may be taken at any level, 9-12. Some chemistry and physics courses have a math and science prerequisite.

Each student is given a course scheduling and description packet, designed to help him select courses for the following term. A short description of each required and elective course will be presented by subject area. The student decides what he wants to learn.

A. Learning/Instructional Approaches

A variety of approaches to learning will be used to make science education more meaningful. Basic method will be experimentation and self-discovery. These lab-oriented courses use the inquiry and investigative approach to learning. Large and small group instruction - independent study - individual projects - seminars - teacher and student demonstrations and field trips are part of the effort to meet science needs.

IV. Course Offerings

A. Earth Science

The earth science offerings will use the investigative approach to develop concepts and principles rather than the memorization of facts.

Course Offerings

- Rocks and Minerals
- Landforms
- Seismology and Vulcanology
- Glacial Geology
- Hydrology
- Paleontology
- Physical Oceanography
- Topographic Map Reading
- Weather Elements
- Weather Analysis and Forecasting
- The Solar System
- The Universe
- Biological Oceanography

B. Life Science

To afford students an appreciation for the living world by working with them continually to increase their ability to observe and to understand living things around them. Special effort will be made in the laboratory to introduce the students to a variety of techniques and laboratory organisms through selected experiments and exercises.

Couse Offerings

- Nature of Life and the Cell (required by all)
- The Continuity of Life - Inheritance
- Botany
- Microbiology
- Animals Without Backbones
- Animals With Backbones
- Insects - Enemies or Friends and Allies
- Diseases and Immunology
- The Human Link
- Anatomy and Psysiology
- Plant Regulation
- Cellular Metabolism
- The Continuity of Life - Evolution
- Bacteriology
- Gardening (inside and out)
- Embryology
- Human Physiology
- Horticulture (2 semesters)
- Contemporary Biological Issues
- A.P. Biology (2 semesters)

C. Environmental Science

To develop the student's interest and knowledge of the environment so that he can become an informed and concerned citizen. When he has an understanding of the delicate balance of nature and the complexity of environmental problems, the student deals rationally with the social, economic and political aspects of the environment.

Course Offerings

- Environmental Pollution
- Water Ecology
- Soil Ecology
- Terrestrial Ecology
- Urban Ecology
- Population Ecology

D. Chemistry

One of the aims in the study of chemistry is to gain an understanding of how man is attempting to control his environment. Chemistry deals with all of the substances making up the environment and with the changes these substances undergo. Great emphasis is placed on experimentation and observation. This unifying principle is developed in a logical way, with lab work providing the basis for this development. Advanced chemistry students will be allowed to follow up special interests and develop along lines in which they show particular ability. More than one type of chemistry will be offered in order to meet the needs of a varied student body.

Course Offerings

- General Chemistry
- Organic Chemistry
- Biochemistry
- Chemistry for Technicians
- Project Chemistry
- Chemistry for Civilization

E. Physics

The contents of physics is a powerful tool for scientists and for society in general. The scientist uses it to understand nature, and other professionals, i.e., engineers, technicians and businessmen use it to help them gain control over various aspects of the environment. Thus, physics has practical social consequences that cannot be left unexamined. Students will use physics as a many-sided human activity that it is.

Course Offerings

- Project Physics
- PSCC Physics
- Nuclear Science
- Nuclear Concepts
- Electricity and Magnetism
- Advanced Topics in Physics

F. Physical Science

The physical sciences quarter will cover two disciplines - chemistry and physics. This course emphasizes process and structure of science, and deals with important concepts, i.e., atomic theory, chemical reactions. The student is afforded the opportunity to examine contemporary science and examine relationships.

Course Offerings

- Chemistry
- Physics

Mathematics

I. Rationale

In order to give each student a useful and meaningful experience in mathematics, courses have been designed to meet the needs of all students regardless of their level of experience when they enter the program. To insure intelligent selection it is necessary that each student be guided carefully. By so doing, it is expected that each student will be taking courses that are both interesting and challenging.

For students in the general area, courses have been designed around quarters with the reasoning that a student is not locked into a year's experience. By so constructing courses, it is hoped that students will be better prepared for the early challenges that now pose problems. Course offerings have also been designed to help the student better fit into the working community. This was accomplished by designing courses that cover specific areas students may experience as adults in work-related situations.

Finally a long look was taken at the college preparatory offerings. Courses were divided into two bands with the hope of adapting to different levels and abilities of students, while at the same time challenging and preparing them for college.

The bands enable the student, with proper guidance, to choose courses that best meet his needs.

II. Goals

- To perform the fundamental operations of arithmetic with confidence.
- To prepare the student in the types of mathematical experiences he will encounter as an adult.
- To prepare the student to cope with the various industrial applications he will meet as he enters the job force.
- To afford the student a sufficient background in mathematics to insure success in any post high school learning experience, commensurate with his ability.
- To give the student experiences in choice commensurate with responsibility.

III. Basic Design/Implementation

The mathematics program is designed to allow each student the opportunity of choice in quarter courses and semester courses. While two years of mathematics are required, only one quarter course is specifically required and that in the general band. All quarter courses, other than 1st year algebra, are open to all students and may be chosen at any time with no prerequisites.

The program itself has been divided into three bands: the honors band for those students with high mathematical ability and interest; the college band for those college-bound students who are not mathematically oriented; and the general band for students who terminate their education with the high school diploma. Students are not locked into any one band and movement is anticipated between bands as student needs and goals change.

Throughout the three bands, a variety of learning approaches will be employed to provide all students with a choice of methods along with a choice of subject matter. Lab-oriented courses, teacher-centered offerings, and "packet" learning will be available within each of the three bands.

(To facilitate the high school math program, it is strongly recommended that 1st year algebra be taught in grade 8 of the middle schools for those students who can benefit from a strong varied mathematics program. By movement of the algebra to the middle school, many more choices will be open to students in their final two high school years).

The number of offerings and the variety of courses will be determined by the number and the needs of the student population.

IV. Course Offerings

A. Band 1 - The honors band for students with high mathematical ability and interest.

- Algebra I
  (open to grades 9-12 with prerequisite of high math ability)
- Algebra II
  (open to grades 10-12 with prerequisite of Algebra I)
- Trigonometry
  (open to grades 11-12 with prerequisite of two years of algebra in the upper band)
- Elementary Functions
  (open to grades 11 - 12 with two years of algebra, one semester of trigonometry)
- Calculus
  (open to grades 9-12 with no prerequisite)
- Algebra II
  (open to grades 10-12 with prerequisite of Algebra I)
- Geometry
  (open to grades 10-12 with prerequisite of one successful year of algebra)
- Advanced Algebra
  (open to grades 11-12 with prerequisite of two years of algebra)
- Analysis
  (open to grades 11-12 with prerequisite of two years of algebra and one course in trigonometry)
- Analytic Geometry
  (open to grades 11-12 with prerequisite of two years of algebra and one course in trigonometry
- Coordinate Geometry
  (until such time as this course is properly developed and cleared credit-wise with colleges having a one year geometry requirement, it is recommended continuing the present traditional geometry course in conjunction with the present Algebra II Trig course)

B. Band II - For college-bound students who need re-inforcement in mathematics.

- Algebra I
  (open to grades 9-12 with no prerequisite)
- Geometry
  (open to grades 10-12 with algebra prerequisite)
- Advanced Algebra
  (open to grades 11-12 with two years algebra prerequisite)
- Trigonometry
  (open to grades 11-12 with two years algebra)

C. Band III -

The general band is intended for non-college bound students to meet the two year requirement of mathematics. Courses will be nine week quarters with no prerequisites. During the four year high school experience students will be expected to pass a minimum of eight quarters. Required quarter course is Basic Computations. Student has a choice of seven quarters.

- Basic Computations
- Introduction to Algebra
- Informal Geometry
- Basic Probability
- Consumer Math
- Math of Operating a Home
- Computational Tools
- Math of Science
- Math of Investments
- Taxes
- Right Triangle Trigonometry
- Insurance and Retirement
- Shop Math
- Home Building Math
- Flow Charting and Computer Programming
- Beat the College Boards
- History of Math

Foreign Language

I. Rationale

In a fast changing world, where foreign countries are only hours away and career opportunities demand communication with people in all parts of the world, the study of foreign language has become more important than ever.

The development of a design for the foreign language curriculum has been guided by the concept of the education of a complete human being with emphasis on training the mind and developing critical thinking.

This language curriculum should develop the student's awareness that he is a citizen of a world comprised of many different cultures. It should stress that being different doesn't mean better or worse - just different.

The program's ultimate aim is to include all students according to their interests and abilities in some phase of language learning. This necessitates changing the more or less fixed idea that the teaching of foreigh languages should be geared only for the academically proficient students. To achieve this objective, the emphasis should be placed on more practical and career oriented courses with little, if any stress, on classical literature.

II. Goals

- To equip students with the skills necessary to achieve their desired goals in the target language.
- To help the student develop a world of awareness through a sympathetic understanding and appreciation of a different culture.
- To improve comprehension of own language with the target language.
- To enjoy and desire to continue the study of a foreign language.
- To make students aware of how languages can be utilized in their career choices.
- To help contribute to the development of attitudes and self-discipline needed to work independently.

III. Basic Design/Implementation

A. Overall Requirements

The basic design of the foreign language program is that of a continued learning process during the year, with evaluation at the end of each quarter. At this point, students may be regrouped according to ability.

The study of foreign language is on an elective basis. However, it is highly recommended that all students of varying abilities be exposed to the study of foreign language through either a "culture" course or a "language study" course.

B. Various Learning/Instructional Approaches

The foreign language program will be implemented through the learning/instructional approach of the individualized classroom. This learning environment will both foster and facilitate interaction between teacher and students through the use of large group, small group and individual study groups. A culture program is included in the study of the foreign language using a similar format.

C. Programs Available

1. The foreign language program will offer four year-long courses involving the four skills, with evaluation at the end of each quarter. For example: Foreign Language I, Foreign Language II, Foreign Language III, and Foreign Language IV. With the expected growth of Foreign Language, Level III and Level IV can be divided into a quarter course format, offering student choice.

2. A culture program will be included in the language class format. Each foreign language class will be "twinned" with a target language English class. Each student will be "twinned" with a foreign student.

3. Study abroad programs during the school year will be made available to foreign language students.

4. Conversational foreign language courses will be open to all students, and stress on oral comprehension and communication (less emphasis on reading and writing).

5. Quarter Courses

   - A culture course, taught in English, will be open to all students.
   - Advanced foreign language quarter courses may be taken by Level III & IV students of the foreign language. Each course offers one-quarter credit, and the student may take from one to four advanced foreign language quarter courses per year (instead of Level III and Level IV year long courses).
   - Independent study for the advanced levels may be offered on a quarter course basis.
   - Student aide, tutoring in a lower level classroom, may be pursued for advanced language credit.
   - Interdisciplinary studies may be taken by Level III & IV language students on a quarter course basis.

IV. Course Descriptions

A. Foreign Language - Levels 1 through IV

Course emphasis on the four basic skills; comprehension, speaking, reading, and writing will consist of four sequential levels. Each level divided into four quarters with evaluation of student progress at each quarter; shifting of students if deemed necessary. Each level of instruction should increase and refine students' ability to manipulate the four basic skills. Included as an integral part of this program will be the study of the foreign culture.

To help achieve this goal, each foreign language class will be "twinned" with a counterpart in a country speaking the target language. At its inception, this program will comprise exchange of slides, tapes, letters, photos, postcards, newspapers, magazines, etc. Eventually, the aim is to exchange students and possibly teachers.

In addition to the twinning programs, students in the language sequence will be given the opportunity, if they wish, to travel abroad.

The recommended learning/instructional style for the sequential language courses is the individualized approach.

B. Conversational Courses - Levels I through IV

Courses will follow the basic structure of the four skill language program.

They are designed for the students who do not wish to learn the language as a college requirement but who wish to understand and be able to converse in a practical way. Stress will be on comprehension, speaking and culture, with reading and writing playing minor roles.

It is recommended that a pass/fail evaluation be used in these courses. Students in this program should be included in the twinning program and given the opportunity to travel abroad.

C. Culture Course

This is designed to be a nine week course in English to introduce all non-language students to the culture of a foreign country. Each language department will offer its own course.

Objectives of the course is to provide an introduction to the everyday life of the people including such topics as music, food, art, dance, with a view of offering students a basis for comparing and contrasting their way of life with another culture and, perhaps, arousing an interest in learning another language.

It is recommended that evaluation of students be on pass/fail basis.

D. Quarter Courses

Quarter courses may be offered after the first two levels of language learning have been completed. The content of the nine week quarter courses will vary, depending on student input and interests.

Following is a partial list of possible courses;

- French (Spanish, etc) for Travelers
- Advanced Conversation and Comprehension
- Advanced Reading
- Advanced Writing
- Creative Writing
- Art, Architecture and Music
- The Culinary Arts
- Modern Literature (Poetry, Drama, Short Story)
- Folklore and Mythology
- Economics and Politics (relations with USA)
- History
- Philosophers
- Current Events
- The Faces of France (Spain, etc.) Geography & People
- French (Spanish) Theatre and Movies
- Human Dynamics
- Fun and Games in French (Spanish, etc.)
- Modern Songs
- Drama Workshop
- French Theatre of the Absurd
- Everyday Life
- The Influence of Spanish (French, etc.) on USA
- Advanced Grammar
- The Indians of Latin America
- French Canada

Quarter courses for advanced level students:

- French for Travelers (Spanish, etc.)
- Modern Literature
- History
- Human Dynamics
- Independent Study
- Student Aide Service

Health and Family Life

I. Rationale

The comprehensive health curriculum should be directly related to the needs, problems, and interests appropriate for the growth, development and maturity of each student. The successful completion of the health curriculum is required by the Pennsylvania Department of Education as necessary for graduation from high school. Comprehensive health education shall include, but not be limited to such areas as mental and emotional health, venereal diseases and other communicable diseases, drug abuse (including alcohol and tobacco), environmental health, safety and emergency care, nutrition and food management, personal health and hygiene, dental health, growth and development, consumer health and careers.

II. Goals

The ultimate goal of the comprehensive school health program is to help every young person achieve his full potential through becoming responsible for his own personal health decisions and practices, through working with others to maintain an ecological balance helpful to man and the environment, and through becoming a discriminating consumer of health information, health services and health products.

III. Basic Design/Implementation

The basic design of the structure of the health and family living curriculum is that of quarter courses and semester courses. Pennsylvania Department of Education requires that health education be a part of the curriculum for grades 7-12, either three periods per week in any one year, or one period per week in grades 9, 10, 11 and 12. The areas of sex education and drug education and information is expanded into the larger sphere of family living and family and marriage adjustment. In addition, the integration of health-related subjects in other curriculum areas, such as physical education, home economics, science and social studies should be increased.

Finally, the involvement of the school as a resource agency in the planning and implementation of the health curriculum is of primary importance.

This curriculum will have the following components:

- First aid
- Health careers
- Dental education
- Drug education
- Sex education with emphasis on drug & sex education.

IV. Various Learning/Instructional Approaches

These courses will combine several learning/instructional styles, such as lecture and group discussion, individual research and topics for report and discussion, and the use of community human resources.

Grades 9, 10, 11, and 12:

A planned course may be taken:

3 periods per week in any one grade (or year), or
1 period per week in grades 9, 10, 11, and 12.

Alternative plans of presentation of curriculum:

Plan I

5 days per week for one (1) semester in grade 11
only - 90 hours or 18 weeks

** Plan II

5 days per week for one semester in grade 9 and
5 days per week for one semester in grade 11 -
180 hours or 36 weeks

Plan III

2 days per week for one semester only in each
of grades 9, 10, 11 and 12 - 144 hours total.

** Recommended Plan

This plan is recommended because it is felt that by teaching the health curriculum in 9th grade, and again in the 11th grade, reinforcement of knowledge will be of greater benefit to the student.

Physical Education and Health

I. Rationale

Physical education and health are currently required by the Pennsylvania Department of Education to be "taken and passed". Students physically unable to participate in regular physical education classes are required by the Pennsylvania Department of Education to take part in an adaptive physical education program. Therefore, this program is generally designed to expose students to a varied program of physical activities, enabling each student to develop appropriate skills in physical fitness, lifetime sports, and recreational activities.

II. Goals

- To develop skills and knowledge so a student will practice basic principles of health and safety.
- To enable a student to be physically fit for future living, equipped both to enjoy and participate in recreational and sports activities during his leisure time.
- To offer students a varied program of physical activities.
- To encourage participation in and enjoyment of individual and dual sports.
- To enable interested students to explore the possibility of future training in physical education and its related areas as a career.
- To adapt the program to fit the needs and desires of the student population and teacher competencies.

III. Basic Design/ Implementation

The basic structure of the physical education program is that of quarter (nine week) or semester (eighteen week) courses, dependent on whether practical scheduling can offer five-day-a-week (quarter) or-four day-a-week (semester) classes. In turn, the basic time period will be divided into shorter segments dependent upon the activities being taught. One quarter or one semester is required each year. Students will be offered an option of quarters enabling them to make a choice of activities according to personal interests.

A. Various Learning/Instructional Approaches

These will include:

- Some large group instruction (theory, scoring, etc.)
- Individualized instruction in smaller groups
- Co-ed classes in some programs
- A standard required core program in grade 9
- Team teaching or multiple staff assignments to resource centers located in the gym and pool.

B. Various Programs Available

- Emphasis on individual and dual sports activities
- Through student polls and teacher interests, development of many different activity classes as opposed to current approach

- Use of community facilities (bowling, ice skating, tennis, etc.)
- Optional independent study courses using community facilities and contract-based for skilled students or those unable to schedule physical education during the school day.
- Prerequisites may be established or ability screening used for class admission, i.e., Intermediate ARC certification prior to Lifesaving.
- "Majors" class for students interested in career physical education

IV. Course Outlines

Physical education is a course required in all four years of high school. The ninth grade is a basic course with no options offered to students. The tenth, eleventh and twelfth grade courses offer a choice of time modules dependent on the activity selected by students. Prerequisites may be established by the physical education staff.

Possible course offerings will depend mainly on teacher competencies and student desires. Some courses will depend upon available facilities and equipment.

Grade 9 - Grade-classified course (only 9th grade should be assigned) and offers samples of possible electives as well as base orientation to high school physical education. Possible activities should include:

. Physical fitness/ figure control
. Aquatics
. Dance
. Marching tactics, use of formal equipment (wands, dumbbells, etc.)
. Body mechanics (movement)
. Basic gymnastics (tumbling and apparatus)
. Team sports (flag football, volleyball, track and field, etc.)

Grade 10 -11 - 12 - Cross-graded program using school and community facilities; establishes co-ed classes where feasible; optional activities dependent upon staff-student interests. Course offerings could include the following:

Individual Activities

. Adapted Physical Education
* Bowling
* Golf
. Aquatics (Beginner to scuba)
. Gymnastics (Tumbling and apparatus)
** Ice Skating
** Hiking
** Skiing
* Roller Skating
* Angling
. Physical fitness/figure control
* Bicycling
** Boating (row, sail, canoe)
* Track and field
. Dance (modern)

Dual Activities

. Badminton
* Tennis
* Fencing
** Handball
** Horseshoes

. Paddle Tennis
. Table Tennis
* Track and field
. Dance (social)

Team Sports

c Volleyball
. Basketball
. Softball
c Ring (deck) tennis
c Dance (square, folk)
c Soccer
c Flag football
. Field hockey
c Speedway

Recreational Activities
(Possible unit for majors, adaptive, camp or playground instructors)

c Shuffleboard
c Riflery
c Croquet
c Darts
c Bocce (lawn bowling)

Alternatives

c Marching/tactics/small equipment
weight training

Courses, which may be combined in any logical, desirable way to offer one to three activities in a quarter, should be offered over a three year period. There may be beginning, intermediate, and advanced courses offered. Course offerings will be pre-determined by the physical education staff then chosen by students on an elective basis (using a 1-2-3 preference basis) during the regular course selection period.

One team sport is suggested as a tenth grade requirement, choosing from volleyball, basketball, soccer and flag football.

Combinations which might be used are these:

- Hockey/Soccer (G)
- Archery/Badminton (C)
- Tennis (C)
- Aquatics (C)
- Folk/Social Dancing (C)
- Physical Fitness (B)
- Basketball (B)
- Gymnastics (C)
- Golf/Bowling (C)
- Track/Softball (C)
- Basketball (C)
- Volleyball (C)

Prior to graduation from high school, each student will have demonstrated a minimum skill level equivalent to the American Red Cross Advanced Beginner certification. This requirement can be met at any grade level and should be recorded on the student's progress record card when accomplished.

Key:

G - Girls
C - Coed
B - Boys

** Community Facility

Vocational Education

I. Rationale

The new image of home economics in the contemporary educational picture has necessitated the development of a program that will reflect the changes in society and in education in general.

Home economics education is defined as that field of knowledge that is concerned with individuals and families and their role in a changing society.

Today certain conditions exist in the industrialized American society which influence the necessity of education for homemaking and also influence the nature of the contribution. Some of these conditions which affect the homes and families in the nation and have bearing on the content of home economics education include the following:

New developments in technology have contributed to making us a nation of consumers rather than producers of goods and services for the home. The fact that families are consuming units rather than producing units as in days of rural America, and that they select, buy and use merchandise made in factories for the home and family members means that consumer competency is necessary. A knowledge of the principles of consumer education and family economics is rapidly becoming a necessity in home economics education. Therefore, it is important to include consumer education concepts in each of the five subject matter areas of home economics.

The communication explosion including advertising by mass media provides a challenge to home economics education to help young people clarify their values and goals as a basis of decision making. We need individuals who can understand and deal effectively with propaganda techniques.

II. Goals:

The home economics program of the School District of the City of Erie is concerned with fundamental values and problems in several aspects of home and family living. At each grade level emphasis is placed on a study of human development and the family, home management and family resources, foods and nutrition, textiles and clothing, housing and consumer education.

This program aims:

- To include consumer education as an integral part of all five areas of the home economics program.
- To incorporate the new resource materials into the curriculum.
- To stress career possibilities in the field of home economics.

- To stress the need for streamlined homemaking for the triple role of homemaker, wage earner and citizen.
- To use a variety of audio visual aids and teaching techniques in the classroom.
- To use human and material resources to best advantage.
- To recognize problems affecting families and develop willingness to bring about some solutions to these problems.
- To develop an understanding of the importance of providing a home environment in which all members have an opportunity for optimal development.
- To help students understand and appreciate different cultures, ways of living and interacting with individuals and groups who are different.
- To familiarize students with wage-earning opportunities related to home economics.

III. Basic Design/Implementation

The basic design is taken from the Vocational Education departments' scope and sequence chart.

IV. Course Offerings

- Home Economics I - Grades 9,10, 11
  (No prerequisites)
- Home Economics II - Grades 10,11,12
  (Prerequisite Home Economics I)
- Advanced Clothing - Grades 11,12
  (Prerequisite Home Economics I & II)

- Advanced Foods - Grades 11, 12
  (Prerequisite Home Economics I & II)
- Family Living - Grade 12
- Bachelor Survival - Grade 12

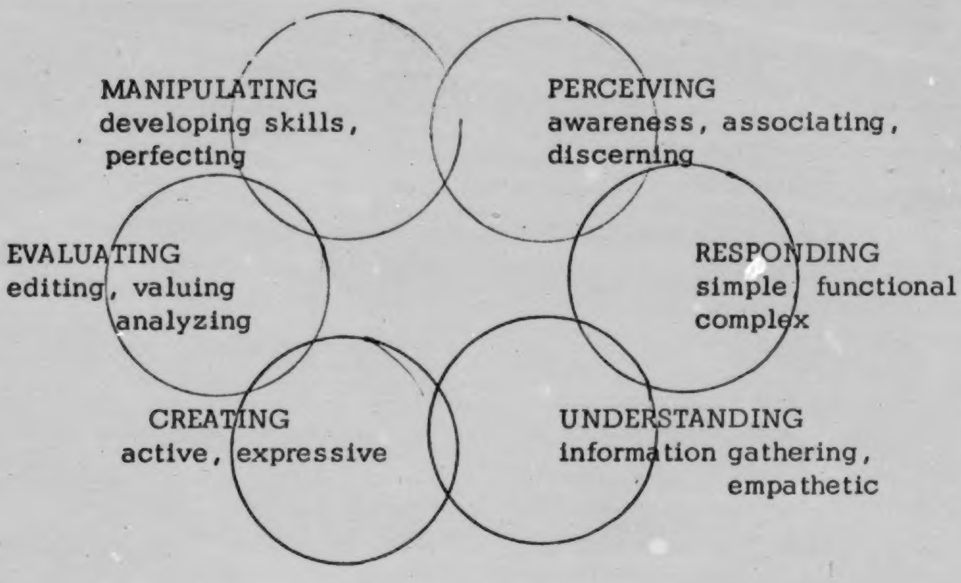
Topics or areas covered in all grades 9-12:

- Human development - family including child development
- Home management - family resources and consumer education
- Textiles and clothing
- Foods and nutrition
- Housing and home furnishings

Fine Arts - Art

I. Rationale

In the educational environment the learner's modes of activity are translated into process. Learners, to become explorers, appraisers, and communicators, need to experience perceiving, responding, understanding, creating, evaluating, and manipulating. Together these six components form the structure for learning in the arts that can be defined as the arts process.


MANIPULATING
developing skills, perfecting
PERCEIVING
awareness, associating, discerning
EVALUATING
editing, valuing analyzing
RESPONDING
simple, functional complex
CREATING
active, expressive
UNDERSTANDING
information gathering, empathetic

These actions are:

- Interdependent - one cannot function without the other.
- Interrelated - each provides experience that nurtures the others.
- Nonsequential - one does not necessarily precede another.
- Intertwined - but each requires deliberate attention.

II. Goals

The learner will be challenged through the arts process to ask, "What do I want to say intellectually and emotionally and how can I manipulate my materials so that I can say it effectively." Self-awareness is the result of the arts process.

The learner will develop self-motivation and positive attitudes since the arts process provides an attractive and workable means of stimulating interest in an area acquiring knowledge and skills, organizing and formulating concepts, and expressing feelings and ideas.

Individual student progress will be based on the philosophy of the arts process as the learner develops through the various activities.

The arts process is a structure for learning in the arts based on the following components: manipulating, perceiving, responding, understanding, creating, and evaluating, which enables the learner to develop as an individual. The learner's individual modes of participation in the activities will vary the degree of development and self-realization he achieves within the process.

III. Basic Design/Implementation

The majority of the quarter courses are sequential with a four level pattern, beginning with level one as an introduction and level four as independent study. There are 12 basic art areas for selection, the majority being studio courses and the remainder non-studio courses.

The basic areas are: drawing, painting, printmaking, sculpture design, ceramics, jewelry, fiber arts, commercial art, photography, related arts and art appreciation. The courses are elective in nature. The student may select any area of Level I to enter into, according to his needs and interest. Thereafter, all Level I areas are set in a sequential, prerequisite pattern. (Levels I, II, III, IV).

Students may move through art courses horizontally (Level I courses) or vertically. (Drawing I, II, III, IV).

A. Various Learning/Instructional Approaches

The learning mode for the art program will center on the arts process, which is interdependent and interrelated with the following: manipulating (developing skills), perceiving (awareness), evaluating (editing, analyzing), creating (active expression), responding (simple, complex, etc.), understanding (empathetic, information gathering).

There will be small group, large group, personalized and traditional instruction for students in pursuit of the various course objectives.

Courses will be offered to students across grade levels.

IV. Course Offerings

Painting

Level I (types of paint)
Level II (abstract methods)
Level III (contemporary)
Level IV (choice)

Photography

Level I (camera)

Printmaking

Level I (one color)
Level II (etching, serigraph)
Level III (combinations)
Level IV (graphic style)

Ceramics

Level I (hand building)
Level II (wheel, tools)
Level III (hand, wheel)
Level IV (choice)

Jewelry

Level I (basic processes)
Level II (casting, etc.)
Level III (combinations)
Level IV (independent)

Commercial Art

Level I (commercial)
Level II (technical)

Sculpture

Level I (basic areas)
Level II (design, composition)

Level III (advanced processes)

Level IV (independent)

Art Appreciation

Level I (historical)
Level II (sculpture, architecture, etc.)

Design

Level I (principles)

Related Arts

Level I (line, design)
Level II (theatre, dance)

Drawing

Level I (basic)
Level II (gesture, still life, perspective)
Level III (figure, portrait, observation)
Level IV (independent)

Craft

Level I (basic)
Level II (combinations)

Fiber Art

Level I (basic)
Level II (weaving, rug hooking, etc.)
Level III (composition)
Level IV (personal style)

Fine Arts - Music

I. Rationale

The music curriculum is designed to offer sufficient choice to meet the needs of every student whether he be in general education or a career-oriented music student. The study of music helps to contribute to an understanding and tolerance of the cultures and traditions of man both past and present.

II. Goals

- To develop knowledge and skills in each student so that he learns to express himself creatively.
- To help the student to appreciate the music of "all" peoples and all lands.
- To assist the student to relate music to the other art forms such as art, dance and theatre.
- To emphasize to each student the many opportunities that the study of music offers for leisure-time use in life.
- To assist the student in analyzing and judging for himself the quality of a musical composition.
- To help the student to recognize his worth both to himself and to society.
- To help the student to interpret and express his musical ideas and emotions.
- To encourage the student to support music education, his local musical organizations and to attend music functions and activities.

- To encourage the student to maintain an "open attitude" about music not known to him, and further, to explore the many types and styles of music that are available.

- To help the student learn to live and work with others, i.e., to become a socially, well-adjusted individual.

III. Basic Design/Implementation

The basic design of the music curriculum is that of quarter courses in Related Arts, Music Appreciation Courses, Piano Study for College Entrance, Guitar Ensemble, Instrumental and Vocal Ensembles and Voice Class.

Each high school student is required to successfully complete one nine week (quarter) course from the music curriculum. For the general education student, this requirement could be met by selecting one of the Music Appreciation offerings or Related Arts, Level I. For the vocal or instrumental student, participation in one of the performing groups for one quarter would meet the requirement. The music course can be chosen during any of the four high school years (9-12).

IV. Course Descriptions

A. Classroom Music

- Related Arts (quarter) Level I, Level II
- Music Appreciation Courses (quarter)
    - Study of the Musical Theatre
    - Study of Jazz, Pop and Rock Music

  - Singing for Enjoyment
  - Music of the Masters
  - Music of the Mass Media
  - Folk and Ethnic Music

- History of Music (semester)
- Theory and Harmony I (semester)
- Theory and Harmony II (semester)
- Piano Study for College Entrance (quarter)
- Guitar Ensemble (quarter)

B. Instrumental Music

- String Class (semester)
- Mixed Instruments (semester)
- Orchestra (semester)
- Concert Band (semester)
- Stage Band (semester)
- Instrumental Ensembles (semester)

C. Vocal Music

- Girls Chorus (semester)
- Boys Glee Club (semester)
- Concert Choir (semester)
- Voice Class (quarter)
- Vocal Ensemble (quarter)

Special Education

I. Rationale

The high school program for handicapped children is a unique experience. Because of the limitations of handicapped children a concentrated effort must be made to prepare them to successfully obtain employment and to become functioning and contributing members of society.

The ultimate goal of the high school program is to have the student gainfully employed upon graduation. This is in keeping with the work experience program developed in conjunction with the Special Education Department.

The following is an added step to tie-into a comprehensive high school program. It is concerned primarily with the portion of the work experience which is preparatory to and supplemental to actual on-the-job experience.

II. Goals

- To promote in the student good physical and mental health and develop good attitudes in home & family life.
- To instill in the student an understanding and respect for other citizens and their property.

- To afford the student a variety of alternatives in different work experiences.
- To help the student make a sound choice of a vocation and allow the student participation in that vocation.
- To develop in the student the knowledge, skills, attitudes and understandings essential to earning a living.
- To develop in the student an awareness of what is required to become an effective consumer.
- To achieve the highest level of proficiency for students in the basic tools of learning: reading, writing and arithmetic.
- To encourage in the student an interest in sports as well as in the effective use of leisure time.
- To allow the student time for exposure to the fine arts, art and music and to afford him/her a chance for creative expression.
- To have students complete assigned tasks with a minimum of supervision in preparation for transfer of this attitude to a work situation.
- To develop in the student the communication skills necessary to function in society.

III. Basic Design/Implementation

A. Overall Requirements - To reach the ultimate goal of employment the work experience program should stress the following procedure:

The student should be able to make a sound choice of a vocation and have effective participation in that vocation. With this process the school will acquaint the student with a variety of alternatives to different types of work experiences. A program is established co-jointly by the student, the teacher, and the work experience coordinator with the final goal being on-the-job training and experience. At graduation the student will have the opportunity to obtain full-time employment.

The student should lea[illegible]o assume basic adult responsibilities, responsibilities for his own welfare, and the welfare of others. Basic attitudes and responsibilities of a job holder will be included in classroom instruction. Additional classroom instruction will include materials that deal with the wide spectrum of vocation.

The student should be able to learn basic skills and perform tasks that will prepare him for adulthood. He should begin directing most of his behavior in such a manner that he begins to better understand his environment. This type of instructional program has a definite purpose, meaning and utility for the handicapped at the secondary level.

Requirements:

- One math course directly related to practical on-the-job use.
- Social studies course which shall be concerned with personal communication or local history.

- A work experience course
- Physical education
- Industrial arts or homemaking
- A course in English that is related to vocational training

B. Various Learning/Instructional Approaches

The curriculum will follow the outline of the basic requirements as written in the School Code for the State of Pennsylvania with each requirement linked to the " world of work".

In conjunction with the work experience program written by the Special Education Department of the School District of the City of Erie, the following will be the approaches.

- In the classroom, activities shall be conducted via large group instruction, small group, and individualized instruction.
- The students shall have a variety of alternatives to choose from.
- If a student demonstrates ability and it is worked out with his teachers, he shall be placed in a "regular" class.
- The learning shall take place through realistic, practical and concrete experiences.
- There shall be careful analysis of all laws and regulations pertaining to employment.

- There shall be a study of community job availability
- There shall be a determination of the work assignments in terms of each student's ability and readiness for participation.
- There shall be careful planning to insure the integration and retention of pre-work and work experiences as well as supplemental academic skills.

C. Areas of Concentration

In the comprehensive high school program written for the handicapped child, to prepare him for the world of work and to capably funtion in society, the following areas are included for study.

- Personal health, family health and safety
- Citizenship
- Preparation for "world of work"
- Becoming an effective consumer
- Leisure time effectiveness

STAFF DEVELOPMENT

Inservice training programs for teachers were held for the purpose of broadening the background and perspective of the teaching staff and promoting a spirit of "constructive restlessness". Five major inservice programs were conducted for Erie teachers and administrators focusing on the new high school. A total of over 1470 teachers engaged in meetings and workshops.

Date	Theme
. Fall 1973	"Focus: The New High School"
. Jan-Feb 5, 1974	"High School Task Force Orientation"
. Summer 1974	"Phase-In Workshop"
. Fall 1974	"The Comprehensive High School Renewal Site"
. April 1975	"Model School Visitation"

Staff development has rested on the assumption that the lives of learners are not changed very much unless the professional and personal lives of teachers are made richer with meaningful experiences.

The entire series of special meetings and workshops proved to be an effective means for providing personal and professional growth among the staff. Consultants from higher education aided greatly in the process of inservice growth, including:

- Dr. Eugene Bartoo, Case-Western Reserve University
- Dr. Milton Woodlen, Edinboro (Pa.) State College
- Dr. Conrad Toeffer, University of Buffalo

SENIOR HIGH SCHOOL STAFF DEVELOPMENT
FOCUS: THE NEW HIGH SCHOOL

August 27-30, 1973

A four-day inservice workshop was conducted (August 27-28-29-30, 1973) to produce data useful for the High School Task Force in its function, operation, and product. It was conducted at Strong Vincent High School (primary site), East High School, and Academy High School in Erie. It was deemed important that teachers begin thinking and talking about the district's change effort. The intent was to establish legitimacy for the district administration and board of education effort; to create an air of expectancy while emphasizing that the destiny of the effort was to be shaped by the teachers, themselves. Its format (transactions) included the function of high schooling in Erie, identifying school "characteristics", and the helping and hindering factors for a school design.

A Brief Description of Participants/Tasks

1. Director of Program Development - Sam Cianflocco

2. 200 classroom teachers from:

   2.1 Strong Vincent High School
   2.2 Academy High School
   2.3 East High School

3. Major Tasks

   3.1 Develop objectives the staff of a public high school should attempt to achieve

   3.2 Describe "characteristics" of an ideal school

   3.3 Describe "helping" and "hindering" factors

Monday, August 27

A. 12:55 P.M. to 3:10 P.M. - General Session

Co-Chairmen - Sam Cianflocco, Director Program Development
Ray Dombrowski, Director Senior High Schools

Place - Strong Vincent High School (Auditorium)

A. Film "Tomorrow's Schools: Images & Plans"
B. Introductions
C. "Prelude to Task Force"
D. Conference Assignments

B. 12:55 P.M. to 3:10 P.M. - Secondary Librarians and Secondary Learning Resource Aides

Chairman - Mr. Alex Clemente

Place - Library

C. 12:55 P.M. to 3:10 P.M. - All Group Leaders

Consultant - Dr. E. Bartoo, Case Western Reserve University

Place - Room 103

D. 12:55 P.M. to 3:10 P.M. - "Learning Styles (Strong Vincent 10th Grade Teachers - J. Mullen, R. Payne, J. Weber, M. Murphy, C. Weschler, J. Kleiner, R. Stadtmiller, H. Stoops, V. Deluca, S. Wilkinson, C. Oldach, M. Burkhardt, J. Heard)

Consultant - Dr. Milton Woodlen, Edinboro (Pa.) State College

Place - Room 104

Tuesday, August 28

Room Assignments at Strong Vincent High School for Small Groups.

Group A - 103
Group B - 107
Group C - 111
Group D - 113
Group E - 115
Group F - 102
Group G- 104
Group H- 106
Group I - 108
Group J - 110
Group K - 116

8:15 A.M. to 8:45 A.M. - Coffee and Registration
8:45 A.M. to 9:30 A.M. - "Preview of the Conference"

Consultant - Dr. E. Bartoo

Place: Auditorium

9:35 A.M. to 10:30 A.M. - To Small Groups
Place: Assigned Rooms

10:30 A.M. to 10:40 A.M. - Break
10:45 A.M. to 11:30 A.M. - To Small Groups
Place: Assigned Rooms

11:30 A.M. to 12:50 P.M. - Lunch
12:55 P.M. to 1:30 P.M. - "Designing A School"

Consultant - Mr. W. Rosenfeld, Cleveland (Ohio) Heights

1:35 P.M. to 2:05 P.M. - To Small Groups
Place: Assigned Rooms
2:10 P.M. to 2:20 P.M. - Break
2:25 P.M. to 3:10 P.M. - To Small Groups
Place: Assigned Rooms

Wednesday, August 29

8:15 A.M. to 8:45 A.M. - Coffee and Registration
8:45 A.M. to 9:30 A.M. - "Reaction Panel"

Consultants - Dr. Bartoo
Dr. Jorgenson, Case Western Reserve University
Mr. Rosenfeld

Place - Auditorium

9:35 A.M. to 10:30 A.M. - To Small Groups
Place: Assigned Rooms
10:30 A.M. to 10:40 A.M. - Break
10:45 A.M. to 11:30 A.M. - To Small Groups
Place: Assigned Rooms
11:30 A.M. to 12:50 P.M. - Lunch
12:55 P.M. to 2:00 P.M. - To Small Groups
Place: Assigned Rooms
2:00 P.M. tp 2:10 P.M. - Break
2:10 P.M. to 3:10 P.M. - "Teacher Panel Presentation"
Place: Auditorium

Thursday, August 30

Administrators and teachers are to be in their respective High Schools on this day. Dr. Bartoo will consult at East High School, Dr. Jorgenson will consult at Strong Vincent, Mr. Rosenfeld will consult at Academy High School.

8:30 A.M. to 10:15 A.M. - "The Nature of Change in a Building"
Place - School Library Dr. Bartoo - East
Mr. Rosenfeld - Academy Dr. Jorgenson - Strong Vincent
10:15 A.M. to 10:25 A.M. - Break
10:25 A.M. to 11:30 A.M. - To Departmental Meetings (Principals are to assign rooms and personnel within departments) Chairperson - School Department Head
11:30 A.M. to 12:50 P.M. - Lunch
12:55 P.M. to 2:00 P.M. - To Departmental Meetings

2:00 P.M. to 2:10 P.M. - Break
2:10 P.M. to 3:10 P.M. - "Reports & Reactions"
Place - School Library

Consultants - Dr. Bartoo - East
Dr. Jorgenson - Strong Vincent
Mr. Rosenfeld - Academy

Summary

Arrangements were made in late July of 1973 with a team of three consultants from Case Western Reserve University in Cleveland, Ohio to plan and carry-out a workshop for most of the high school teachers of Erie public schools. The setting of the workshop was prescribed by the district: A general orientation for all teachers was to be given by the administration of the district on the day preceding the workshop in question; the next two days were to involve all appropriate high school teachers in a central setting (Strong Vincent High School); on the final day teachers were to report to their "home schools".

Intentions of the Workshop

Since the district was proceeding with the "task force approach" to change, the consultants felt that the workshop should provide a forum for all the high school teachers to produce data that would be useful for the task force in its function, operation, and product. It was the consultants' bias that improvement of schooling must grow out of the teachers' concerns and problems and it was hoped that the workshop would serve this diagnostic purpose.

It was deemed important that teachers begin thinking and talking about the district's change effort. The intent, therefore, was to establish legitimacy for the district (Administration and Board of Directors) effort; to create an air of expectancy while emphasizing that the destiny of the effort was to be shaped by the teachers, themselves.

Finally, the consultants believed that there was some inherent value in teachers talking with one another about some common concerns. Quite often it is this intent that becomes the most pervasive outcome of any conference. While the workshop was task-centered as opposed to therapy-centered, care was taken to have the participants feel that the imposed structure was not too confining.

Transactions of the Workshop

Given that some 200 persons were to be engaged in the workshop, conventional wisdom dictated that time would have to be devoted to small-group work. While such interaction as would occur is valuable, the consultants agreed that each group should be attending to a task that would result in some product. Therefore, the small groups were directed to complete various "planning sheets" (Appendix D) at various stages during day two and three. These small groups were led by counselors from the Erie system and monitored, in groups of four, by the three consultants.

Prior to each of the small group sessions on the first day and again on the morning of the second day, a large group presentation was made by the consultants. The purpose of each of these three large group presentations was consecutively to orient the participants to the conference; provide guidelines for the small group work, and react to progress of the group work. A summary and critique of the two days was made by a group of seven workshop participants in a large group setting during the last hour on the third day.

The action was housed in the Strong Vincent High School. While the weather was oppressively hot and humid, the small-group settings were quite adequate in size and reasonably comfortable. The auditorium was used for the large group presentations and was quite warm in temperature and overwhelming in size.

The final day of the workshop found the participants returned to their home base schools. Each consultant was in charge of the operations at one such school. While schedules varied somewhat from school to school, the format generally followed included a presentation by the consultant around the topic of change in high school education, a meeting of groups of teachers by departments to react and provide recommendations, and a summary session of remarks and questions with the large group at the conclusion of the day.

Conclusions and Recommendations

The consultant team felt the process of starting with the elementary grades and moving ultimately through the high school grades was a worthy one but should not be viewed as a task with an end-in-view. The curriculum planning process is a never-ending one. With this in mind it is reasonable to assume that the process must have certain guiding principles and procedures in order to assure its continuity; the cooperation of all involved; and the concreteness of problems attacked.

The five learning principles that guide the development of "project individual" are certainly worthy statements. Of importance is their differential application at each of the areas of elementary, middle, and high schooling. These principles should be translated into much more specific guidelines for use by the High School Task Force. For example, individualize and personalize learning would deal much more heavily with socializing factors for the child at the elementary level, much more heavily with personality problems for the emerging adolescent, and would speak more directly to the point of subject matter for the high school student. It is apparent that the high school teachers consider the acquisition of basic skills to be of prime importance for the mission of the schools. Individualizing learning should therefore deal with the identification of these skills thought to be "basic", writing of instructional treatments to use with various kinds of learners designed to gain the skills, diagnosis of which skills are lacking in which learners, and organization of the school program to facilitate the coming together of learner and prescription (human and/or inorganic).

High school education is the time for competence to be gained by students. Since it is the essential function of the middle school to provide for a great deal of exploration by students, the high school should be ready to provide a great variety of possible experiences in depth.

HIGH SCHOOL TASK FORCE INSERVICE ORIENTATION

January 29 - February 5, 1974

The five day orientation inservice meeting was conducted (January 29 - February 5, 1974) to establish operational procedures, guidelines, and activities for members of the High School Task Force. Its format included an examination of the adolescent learner, curriculum program planning, educational transition, and current educational trends.

Participants

1. High School Task Force Director

   Sam Cianflocco

2. High School Task Force

Jack Costello - Vincent
Mary McConnell - Academy
James Miller - East
Christine Weschler - Vincent
Carl Minzenberger - Gridley
William Grugin - East
Dan Kelleher - Roosevelt
Marguerite Rabe - East
Evelyn Mallick - Gridley
Jo Ann Carey - Vincent
Joyce Savocchio - Lead Teacher

George Kaufman - East
John Mullen - Vincent
Anita Necci - Memorial
Richard Bendig - Academy
William Quirk - Academy
Edward Gubish - Memorial
Robert Rudolph - Memorial
Robert Scott - Academy
Ronald Bailey - Wilson
Shirley Comstock - Academy

3. Consultants
   Dr. Eugene Bartoo, Case Western Reserve University
   Dr. Milton Woodlen, Edinboro State College
   Dr. Conrad Toeffer, University of Buffalo

January 29, 1974

Model Middle School Meeting Rooms A, B (All Sessions)

8:15 - 8:30	Coffee/Sign-In
8:35 - 9:00	"Welcome" Board President, Dr. Rewers and Board Members. Sam Cianflocco, High School Task Force Director
9:00 - 9:30	HSTF meeting (distribution of materials and review of agenda)
9:30 - 10:30	Dr. Robert La Penna - "The Task Ahead"
10:30 - 11:00	Introduction of Building Staff
11:00 - 12:00	Meet HSTF/Discuss Session - "Needs and Goals Assessment: An Initial Task"
12:00 - 1:00	Lunch
1:00 - 3:10	Sessions with consultant - Dr. Theodore Urban "Adolescence and Its Impact on the High School"

January 30, 1974

8:30 - 12:00	Topic: "Curriculum and Program Planning: How to Go About It?" Consultant: Dr. Conrad Toeffer, University of Buffalo
1:00 - 3:10	Topic: "Alternatives for High Schools" Consultant: Dr. Eugene Bartoo, Case-Western Reserve University
3:10 - ?	Dr. Toeffer, Dr. Bartoo (Round Table Discussion)

January 31, February 1, 1974

8:30 - 12:00	Topic: Educational Transition K-4
	Presentation of educational transition in the District K-4, 5-6 (Elementary Task Force)
11:00 - 3:10	Tour -- Harding Primary Learning Center/ Follow-Up Discussion
8:30 - 12:00	Topic: Educational Transition 5-8
	Presentation of educational transition 5-8 (Middle School Task Force)
1:00 - 3:10	Tour -- Middle School/Follow-Up Discussion

February 2, 1974

8:30 - 9:30	Dialogue with High School Principals
	Don DeNardo - Academy Viola Andrews - East Al Lubowicki - Strong Vincent
9:30 - 10:40	Dialogue with Coordinators
10:40 - 10:50	Break
10:50 - 12:00	Future Shock - Film
12:00 - 1:00	Lunch
1:00 - 2:00	High School Task Force: Guidelines & Activities - Sam Cianflocco
2:00 - 3:10	Free Discussion - "Concerns"

Summary

Since it was incumbent on those planning a program design for the high schools to know more about adolescent learners, part of the first day was set aside to analyze, study, and discuss with Dr. Ted Urban, school psychologist, characteristics and needs of the adolescent. The sessions focused attention or refocused attention on the primary function of the high school, and how it was to meet the present needs of high school students.

Day two was designed to provide basic education in curriculum/program planning and alternatives for high schools, a new mode of operation for most HSTF teachers. The sessions were facilitated by consultants competent in these areas, Dr. Eugene Bartoo, curriculum specialist, Case Western Reserve University, and Dr. Conrad Toeffer, University of Buffalo. The program brought into focus various approaches and methods of high school design.

Since HSTF was charged with planning the high school phase of educational transition and since the Board of Education proposed to provide alternatives in Erie schools (Board meeting January 4, 1974) HSTF was provided with a curriculum "up-date" during days three and four. This was accomplished by the combined task force teachers (elementary and middle school) who presented, and facilitated the sessions. Visitations to the model K-4 center, and 5-8 Model Middle School were conducted.

Various educational trends and movements have been operating nationally, and some of these trends impact present programs in the Erie schools. It was logical in day five to review these trends both in theory and practice. High school principals offered broad reviews of curricular/program structures presently operating in the schools. Curriculum coordinators presented new programs currently operating in the high schools, and reviewed "national curriculum trends." The Director of Learner Services, Learning Resources, Vocational Education, and Special Education, met with HSTF to discuss pockets of support available district-wide.

SUMMER 1974 - IN SERVICE PHASE-IN WORKSHOP

June - July 1974

A summer workshop was conducted in June and July to facilitate the new learning program designed by the High School Task Force. It was held at the Strong Vincent High School demonstration model and included 51 teachers from the three public high schools.

The inservice workshop was held to train professional personnel in the conceptual framework of the new Erie Comprehensive High School. Its format included curricular/program design and piloting concept, coordination of educational development in the high schools, and preparation of quarter course curriculum guides. The workshop represented phase one of the project, with the second phase being the actual implementation of the planned program in September 1974.

Participants

1. High School Task Force Director - Sam Cianflocco
   Supervisor of Project
2. Fifty classroom teachers
   - 2.1 Project Lead Teacher - Joyce Savocchio

2.2 Team Leaders

Jack Costello
John Mullen
Chris Weschler
William Grugin
Carl Minzenberger

2.3 Strong Vincent Demonstration Model

John Heard
Stan Wilkinson
Charles Oldach
Howard Stoops
Raymond Payne
Robert Ferreti
Laurence Behan
Jack Case
Joseph Rouse
James Davidson
Gregory Lampe
Margaret Teeter
Fred Vickey
Joseph Kleiner
Bruce Decker
James Weber
David Gauriloff
Robert Trombacco
Rupert Stadmiller
Nina Blakeslee
Richard Hogan
Richard Mattis
Joseph Hathaway

2.4 East High School

Theresa Verga
Carl Filipowski
Charles Kent
Robert Stinely
James Granger
Gary Masiroff
Francis Hart
Thomas Matusiak

2.5 Academy High School

Edward Gubish
James Gigliotti
Martin Newbauer
Rene Hayes
Daniel Kelleher
Gerald Karznia
Jessica Musarra
George Macey
Robert Scott

3. Major Tasks

. To prepare curriculum guides in discipline areas involved in the "phase-in" program at the pilot and satellite sites. Guides to include: course offerings and their descriptions, specific course goals, and learning/instructional styles.

- To gain overall working knowledge of the "phase in" program and the curricular/learning program planned by the HSTF in its semester of work.

- To gain knowledge and practical experience with new materials and media to be used with the program.

- To order "start up" materials needed to accomodate the program.

- To refine and put into working order quarter course offerings.

- To coordinate efforts and programs in the pilot and satellite sites.

Day I - Information and Orientation

A.M. Session	General Meeting - Strong Vincent Library
8:00 - 8:30	Registration
8:30 - 9:00	Welcome & Introduction - Sam Cianflocco
9:00 - 10:00	Overview "Comprehensive High School Model"- Support Team
10:00 - 10:15	Break
10:15 - 11:00	"Phase-In" Program: "What's In Store For '74 in the High School" - Support Team
11:00 - 11:30	Inservice Workshop and Expectations - Sam Cianflocco and Joyce Savocchio
11:30 - 12:30	Lunch and Registration

P.M. Session	
12:30 - 1:00	General Session - Strong Vincent Library
1:00 - 3:10	Discipline Area Team Meetings in Assigned Rooms

Day II - Discipline Area Workshop Sessions - Discipline Area Team Rooms

A.M Session	
8:00 - 8:30	Sign-Up -- Informal
8:30 - 11:30	Discipline Area Sessions

Math
Team Leader: Carl Minzenberger
Coordinator: Joseph Gdaniec

Science
Team Leader: Bill Grugin
Coordinator: Joseph Gdaniec

Social Science
Team Leader: Jack Costello
Coordinator: Sam Cianflocco

English
Team Leader: John Mullen
Coordinator: Robert Scypinski

Foreign Language, Related Arts, Health
Team Leader: Chris Weschler
Coordinators: Robert Scypinski, Paul Grack,
James Mahoney, Henry Pilker

11:30 - 12:30 Lunch

P.M. Session

12:30 - 3:10 Discipline Area Sessions - Continue procedures as A.M. sessions

Day III - The Quarter-Course - Ways and Means

A.M. Session

8:00 - 8:30 Sign-Up -- Informal

8:30 - 11:30 The Quarter-Course Curriculum Guide

"Strategies to Be Used" - Sam Cianflocco

- Math - Carl Minzenberger
- Science - Bill Grugin
- Social Studies - Jack Costello
- English - John Mullen
- Foreign Language - Chris Weschler

11:30 - 12:30 Lunch

12:30 - 1:00	General Session - Strong Vincent Library
1:00 - 3:10	Discipline Area Team Meetings
3:10 -	Alternatives for Summer

Plan 1
Individuals complete curriculum guides at own pace, setting time and place (comply with deadlines)

Plan 2
Discipline teams meet together daily with set hours and place.

Plan 3
Individuals work daily with set hours and place.

Summary

The summer phase-in workshop consisted of three stages. The first, lasting three full days, required the attendance of all teachers for the purpose of providing information relative to the new comprehensive high school curriculum design. Participants were provided with specific information pursuant to curricular areas and planned piloting concept. Team leaders, who had previously been members of the High School Task Force, acted as facilitators and "teachers-of-teachers". Goals, tasks and general accountability were fully explained.

Stage two of the phase-in included a series of three sessions conducted by team leaders and central office curriculum coordinators. A major task was the preparation of quarter course curriculum guides in math, science, social studies, and English. Fine arts (music and art) and industrial arts guides were also planned. Ways and means of preparing guides were explained in relation to objectives, content, suggested activities, time schedules, and curriculum materials.

The third stage of the phase-in consisted of individual and team contracted work. Two of the three alternative plans offered in the workshop were opted for. Plan 1, adopted by the social studies and

English teams, saw teachers contract work individually with the stipulation that developed quarter-course curriculum guides would be submitted to the project director. Plan 2, was adopted by the math and science teams who contracted to meet at a prescribed time and place to complete their tasks. Developed quarter-course guides were to be submitted to the project director by September 1, 1974.

THE SCHOOL DISTRICT OF THE CITY OF ERIE, PA.
STAFF DEVELOPMENT PROGRAM

August 28 - 29, 1974

On August 28 and 29, 1974 a system wide inservice program was organized for teachers, teacher aides, and administrators. Theme for the two-days "The New Comprehensive High School", centered around the curriculum to be offered in Erie's first demonstration model. The inservice was a conscious attempt to help teachers and administrators improve their experiences, with the expectation that they in turn would improve the experiences of adolescent learners.

Participants

1. 1000 teachers, 70 administrators and supervisors.
2. Faculty and Administration
    - 2.1 Strong Vincent
    - 2.2 East
    - 2.3 Academy
    - 2.4 Model Middle School
    - 2.5 Gridley Middle School
    - 2.6 Wilson Junior High School
    - 2.7 Memorial Junior High School
    - 2.8 Roosevelt Junior High School

Wednesday, August 28, 1974

All Personnel

8:15 A.M. - 8:45 A.M.	Registration/Program Distribution Cafeteria - Academy High School
9:00 A.M. - 9:30 A.M.	General Session Auditorium . Richard R. Hilinski, Superintendent . Dr. John Rewers, President Board of School Directors . Edward Christy, President Erie Education Association
9:30 A.M. - 9:50 A.M.	Break

Secondary and Middle Staff

Junior (7-8), Middle (5-8), Secondary (9-12), Teacher Aides

10:00 - 10:30 A.M.	"Changes in the Secondary Program -- The Comprehensive H.S. Renewal Site" Sam Cianflocco, Director High School Task Force Place: Cafeteria

Secondary Staff (9-12) (Including Aides)

10:40 A.M. - 11:30	Program Preview (Sectional Meetings) Sam Cianflocco and Committee of High School Task Force

Subject	Room	Facilitator
Social Studies	117	Jack Costello
Math	115	Carl Minzenberger
Science	107	William Grugin
English	104	John Mullen
Foreign Language	106	Christine Weschler
Art/Music	108	Dan Kelleher/Gilbert Porsch
Industrial Arts	114	Robert Scott
Health, Physical Ed., Driver Education	116	Shirley Comstock
Home Economics	118	Marguerite Rabe
Nursing Services	120	Joanne Carey

Thursday, August 29, 1974

Senior High Personnel

8:30 A.M. - 10:00 A.M.	Report to Assigned School for "Phase In" Orientation
10:00 A.M. - 11:30 A.M.	In-Building Department Meetings "Phasing-In Curriculum Changes"
11:30 A.M. - 12:45 A.M.	Lunch
1:00 P.M. - 3:00 P.M.	Report to Assigned School (Principal's Direction) Small Group Meetings

Special Group Sessions	"The Comprehensive High School Demonstration Model"
All Counselors :	8:30 A.M. - 11:30 A.M. 1:00 P.M. - 3:00 P.M. Jean McClenathan
Secondary Librarians:	1:00 P.M. - 3:00 P.M. East High School Library - A. Clemente

School Nurses	8:30 A.M. - 11:30 A.M. Academy - Room 125 Virginia Mancuso
All Teacher Aides:	8:30 A.M. - 11:30 A.M. 1:00 P.M. - 3:00 P.M. Wilson Auditorium Dalhart Dobbs

Summary

The two days of inservice were, in a real sense, the culmination of work dating back to the Fall of 1973.

During the morning of the first day, personnel heard the superintendent, president of the board of education, and president of the teacher association laud the work of the High School Task Force and 50 pilot teachers, who prepared the new high school demonstration model. The afternoon session heard Sam Cianflocco, director of the task force explain changes in the secondary program and plans for the opening of a comprehensive high school renewal site at Strong Vincent. Teachers then moved into sectional meetings to be informed of the new quarter course curriculum strategies by teacher presenters (past members, High School Task Force).

The second day was spent discussing the new program at Strong Vincent, Academy, and East, under the direction of the building administrators. Departmental meetings were held discussing the new quarter-course curriculum. Concurrently, counselors, secondary librarians, nurses, and teacher aides discussed roles and responsibilities supportive of the new program.

SPRING 1975, INSERVICE MODEL SCHOOL VISITATION

A six day inservice was held at the Strong Vincent demonstration model in April, 1975 to afford teachers from the satellite schools the opportunity to touch-base with the model school program. The inservice included 65 social studies, English, math, and science teachers from Academy and East.

Purpose of the inservice was:

- To provide information concerning phase-in programming
- To provide teachers an opportunity to visit classrooms and observe the "new" curricula
- To provide teachers with time to "rap" with pilot teachers about the new program
- To examine new curriculum materials being utilized in the quarter course curriculum

The inservice operated on half day sessions with two days of inservice per week (four sessions a week).

Dates	School	Discipline
April 2	Academy	(English)
April 3	East	(English)
April 9	Academy	(Social Studies)
April 10	East	(Social Studies)
April 16	Academy	(Math - Science)
April 17	East	(Math - Science)

Participants

1. Strong Vincent Support Team
    1.1 Joyce Savocchio (Project Lead Teacher)
    1.2 Jack Costello (Team Leaders)
    1.3 Robert Ferretti
    1.4 John Heard
    1.5 John Mullen

2. East - William Grugin (Team Leader)

3. Academy - Peg McConnell (Team Leader)

4. Teachers - Satellite Schools

	Academy	East	
English	12	8	
Social Studies	12	9	
Math	7	8	
Science	8	1	
Totals	39	26	(65)

5. Teachers - Strong Vincent Demonstration Model

Program		8:15 - 11:00
A.M. Session		
8:15 - 8:30	Registration	(Support Team Room)
8:30 - 8:40	Welcome/Coffee	(Support Team Room)
8:40 - 9:15	"Phase-In" Overview - Joyce Savocchio - Project Lead Tchr.	(Support Team Room)
9:15 - 9:40	Classroom Visitations	(Various Classrooms)
9:45 - 10:00	Questions/ Comments - Support Team	(Support Team Room)
10:00 - 10:40	Teacher Interaction	(Cafeteria)
10:40 - 11:00	Materials Display	(Support Team Room)

- -

P.M. Session		
12:20 - 3:00	Follow Same Schedule -- New Group	

Summary

The April, 1975 inservice conducted at the model high school site provided teachers with a "look" at a system of curriculum revision, quarter course offerings, and student choice.

A "phase-in" overview provided general information describing the operations at Strong Vincent. Classroom visitations provided observations of quarter courses operating in social studies, English, math, and science.

A follow-up session enabled teachers the opportunity to inquire about the successes and tribulations associated with piloting the new curriculum. A great deal of interest was generated in the direction of expanding the program into the satellite schools. Various teachers also indicated their interest in wanting to implement the new program during the 1975-76 school year.

Pilot teachers were called upon to discuss their experiences with the new program. There appeared to be a marked degree of satisfaction with progress to date.

ORGANIZATION OF STAFF FOR INSTRUCTION

Strong Vincent Comprehensive High School Renewal Site

1000 Students Grades 9-12

1 Project Lead Teacher

4 Team Leaders

Pilot Teachers (29)
10 Social Studies
8 English
5 Math
6 Science

Specialists
1 Media Specialist
1 Reading Specialist
5 Counselors
1 Health Service/Nurse

Administration
1 Principal
2 Assistant Principals

Support Project Personnel
12 Central Office
1 Higher Education
1 Instructional Television

Clerical
3 Secretaries
1 Support Team Secretary

Aides
4 Career Opportunities Program
6 Teacher Aides

Project Lead Teacher (1)

- Joyce Savocchio

Team Leaders - 1/2 Time Teaching (4)

- Jack Costello - (Social Studies)
- John Mullen - (English)
- John Heard - (Science)
- Robert Ferretti - (Math)

Pilot Teachers (29)

English

- Joe Hathaway
- Stan Walker
- Jean MacPherson
- Peg Mischler
- Larry Behan
- Wes Lynch
- Ray Payne
- David Kahl

Social Studies

- James Davidson
- Angela Zuraw
- Steve Toth
- Fritz Vickey
- George Grignol
- Rupert Stadtmiller
- Pat DiLuzio
- Joe Kleiner
- Jack Case
- Bruce Decker

Science

- John Plavcan
- Vincent Bell
- Marie Burkhardt
- Charles Oldach
- Susan Smith
- Stanley Wilkinson

Mathematics

- Howard Stoops
- Leona Rogers
- Vincent DeLuca
- David Gauriloff
- Peg Teeter

Specialists (8)

- Media Specialist - Nina Blakeslee
- Health Service/Nurse - Joanne Carey
- Reading Specialist - James Weber
- Counseling Service (5)

  Luther Manus (Freshmen)
  Alysanne Doubet (Sophomore)
  Robert Trombacco (Work Study)
  Elizabeth MacKrell (Jr. - Sr. - Girls)
  Ralph Calabrese (Jr. - Sr. - Boys)

Administration (3)

- Alfred Lubowicki, Principal
- Mary Alice Schultz, Assistant - Girls
- Carney Metzgar, Assistant - Boys

Support - Central Office (12)

- Assistant Superintendent - Andrew Paykos
- Coordinator Academic Affairs - Joseph Gdaniec
- High School Task Force Director - Sam Cianflocco
- Curriculum Coordinators (6)

  Jean McClenathan - Guidance
  Robert Scypinski - English
  Paul Grack - Fine Arts
  Carl Minzenberger - Natural Science
  Sam Cianflocco - Social Studies
  Joseph Rodriguez - Special Education

- Learner Services Department - Dr. Melvin Carney

- Learner Resources - Alex Clemente
- Vocational Education - Henry Pilker

Higher Education (2)

- Case Western Reserve University, Cleveland, Ohio
  Dr. Eugene Bartoo, Professor
- Educational Development Center Edinboro State College
  Dr. Milton Woodlen, Director

Instructional Television

- Curriculum Utilization Specialist

Clerical (4)

- 3 Secretarial
- 1 Support Team Secretary

Aides (10)

- 6 Teacher
- 4 Career Opportunities Program

Teacher Support Team - A New Concept

A unique feature of the Strong Vincent demonstration model is the availability of a support team consisting of a full time lead teacher, and four half-time team leaders. The team works co-jointly to assist learners, teachers, and administrators in the implementation of the new program.

Project Lead Teacher (1)

- Responsible in seeing that the objectives of program are carried out.
- Responsible for contacts with parents and various "community publics".
- Shares knowledge of research techniques, communication skills, curriculum content and analysis, instructional technology and other innovative educational practices with members of the administration and staff.
- Shares decision-making processes with other people including students.
- Liaison between teacher-teacher, teacher-administrator, in promulgating full intent of program.
- Facilitator of in-service summer and year-long in-service sessions.
- Assists building principal in communicating goals and objectives of the program to students, teachers and parents.
- Articulates work of demonstration model in general areas of curriculum and instruction.
- Arranges school visitations for teachers.

Team Leaders (4)

- Conversant with the new development in his/her field in terms of both subject matter and methods.
- Through initiative, interest and competency assist other teachers in seeking improvement in their teaching.
- Assist in grouping of students, scheduling, advising on programs, and developing materials.
- Interpret curriculum designs and guides and assist with lesson planning.
- Help establish standards of work and behavior.
- Acquaint teachers with supplemental materials.
- Assist in administering of tests and interpreting scores.
- Serve as resource persons in building meetings and subject area meetings.
- Help teachers to solve problems relative to pupil control and discipline.
- Meet with parents and other community publics in explaining the program of studies.
- Responsible in seeing that the objectives/curriculum design of subject areas are carried out.
- Members of the school district "central" curriculum committee relevant to high school education.

SCHEDULING - STUDENT CHOICE
1974-75

Quarter Course Scheduling - Student Choice
Grades 10-12 "Cross-Gradedness"

Quarter Changes

(Q^1)	First Quarter	September 24, 1974*
(Q^2)	Second Quarter	December 27, 1974
(Q^3)	Third Quarter	February 24, 1975
(Q^4)	Fourth Quarter	April 21, 1975

* Adjustment due to local teacher strike.

Strong Vincent Comprehensive High School Renewal Site
Teacher/Student Schedule
1974-75

Regular		Assembly	
8:15		8:15	
8:25		8:25	
8:30		8:30	
Homeroom:	8:30 - 8:40	Homeroom:	8:30 - 8:40
1.	8:45 - 9:40	1.	8:45 - 9:25
2.	9:45 - 10:40	2.	9:30 - 10:10
3.	10:45 - 11:40	3.	10:15 - 10:55
4.	11:40 - 1:10 Lunch	4	11:00 - 11:40 Assembly
For time of bells, see "Lunch Schedule"		For time of bells, see "Lunch Schedule"	
5.	1:15 - 2:05	5.	1:15 - 2:05
6.	2:10 - 3:00	6.	2:10 - 3:00

Guidance	Lunch
8:15 8:25 8:30 Homeroom Guidance 8:30 - 8:55 1. 9:00 - 9:50 2. 9:55 - 10:45 3. 10:50 - 11:40 4. 11:40 - 1:10 (Lunch) For Time of Bells, see "Lunch Schedule" 5. 1:15 - 2:05 6. 2:10 - 3:00	A. Lunch 11:40 - 12:10 B. Lunch 12:10 - 12:40 C. Lunch 12:40 - 1:10

Social Studies

First Quarter

I	II	III
American Government Current Issues Cold War Through Present China	Consumer Economics Current Issues Early Exploration Through 1789 American Woman	Consumer Economics Current Issues Protest, Dissent & Reform Early Exploration Through 1789 Cold War Through Present American Woman
2 - Electives 1 - American 1 - World	2 - Electives 1 - American 1 - World	3 - Electives 1 - American 1 - World

IV	V	VI
Cold War Through Present Early Exploration Through 1789 China	Consumer Economics Current Issues Early Exploration Through 1789 Ancient World	Consumer Economics Ancient World
2 - American 1 - World	2 - Electives 1 - American 1 - World	1 - Elective 1 - World

Social Studies

Second Quarter

I	II	III
Protest, Dissent & Reform Youth & the Law American Woman Middle Ages	Current Issues Youth & the Law Constitution Through Reconstruction Middle Ages	Current Issues Youth & the Law Constitution Through Reconstruction Cold War Through Present Middle Ages China
3- Electives 1 - World	2 - Electives 1 - American 1 - World	2 - Electives 2 - American 2 - World

IV	V	VI
Protest, Dissent & Reform Constitution Through Reconstruction Cold War Through Present	Youth & the Law Constitution Through Reconstruction Middle Ages Russia	Youth & the Law Russia
1 - Elective 2 - American	1 - Elective 1 - American 2 - World	1 - Elective 1 - World

Social Studies

Third Quarter

I	II	III
American Government Middle Ages Economic Principles Reconstruction Through World Power	American Government Middle Ages India & Pakistan U.S. Constitution	American Government Economic Principles U.S. Constitution Reconstruction Through World Power Middle Ages India & Pakistan
2 - Electives 1 - American 1 - World	1 - Elective 1 - American 2 - World	2 - Electives 2 - American 2 - World

IV	V	VI
Economic Principles U.S. Constitution Reconstruction Through World Power	American Government U.S. Constitution Middle Ages India & Pakistan	American Government India & Pakistan
1 - Elective 2 - American	1 - Elective 1 - American 2 - World	1 - Elective 1 - World

Social Studies

Fourth Quarter

I	II	III
Media & Its Influence 20th Century Europe World Power Through WW II Youth & the Law	Media & Its Influence Youth & the Law American Government World Power - WW II	Media & Its Influence Youth & the Law American Government World Power - WW II American Woman 20th Centry Europe
2 - Electives 1 - American 1 - World	3 - Electives 1 - American	4 - Electives 1 - American 1 - World

IV	V	VI
World Power - WW II American Woman 20th Century Europe	Media & Its Influence Youth & the Law American Government World Power - WW II	Youth & the Law American Government
1 - Elective 1 - American 1 - World	3 - Electives 1 - American	2 - Electives

English

First Quarter

I	II	III
Drama Science Fiction Satire Impressions and Opinions	Imagination With Words I Some How's and Why's of Language As the World Moves Science Fiction Short Fiction	Drama Short Fiction Impressions & Opinions Imagination with Words I Some How's and Why's of Language
4 - Literature	2 - Literature 1 - Media 2- Composition	3 - Literature 2 - Composition

IV	V	VI
Drama As the World Moves Impressions and Opinions Some How's and Why's of Language	Drama Short Fiction Science Fiction Satire	Drama Short Fiction Science Fiction As the World Moves Imagination With Words I
2 - Literature 1 - Media 1 - Composition	4 - Literature	4 - Literature 1 - Media 1 - Composition

English

Second Quarter

I	II	III
Science Fiction Imagination with Words I What Is A Film? Some How's and Why's of Language	Short Fiction Science Fiction What Is A Film? Impressions and Opinions Poetry for Today	Science Fiction Satire Poetry for Today Impressions and Opinions Beat the College Boards English
1 - Literature 1 - Media 2 - Composition	4 - Literature 1 - Media	4 - Literature 1 - Composition
IV	**V**	**VI**
Short Fiction Science Fiction What Is A Film? Some How's and Why's of Language	Imagination with Words I What Is A Film? Science Fiction Some How's and Why's of Language	Short Fiction Science Fiction What Is A Film? Impressions and Opinions Advanced Composition Beat the College Boards English
2- Literature 1 - Media 1 - Composition	1 - Literature 1 - Media 2 - Composition	3 - Literature 1 - Media 2 - Composition

English

Third Quarter

I	II	III
As the World Moves Satire Beat the College Boards English Science Fiction	Imagination With Words II Satire Short Fiction Drama Science Fiction	Imagination With Words II (or Satire) Short Fiction Some How's & Why's of Language Science Fiction (or Supernatural)
2 - Literature 1 - Media 1 - Composition	3 - Literature 2 - Composition	4 - Literature 1 - Composition

IV	V	VI
Satire Beat the College Boards English Science Fiction Drama	Advanced Composition Short Fiction Some How's and Why's of Language As the World Moves	Some How s and Why's of Language Advanced Composition Imagination with Words I Short Fiction Science Fiction As the World Moves
3 - Literature 1 - Composition	2 - Literature 1 - Media 1 - Composition	2 - Literature 1 - Media 3 - Composition

English

Fourth Quarter

I	II	III
As the World Moves Short Fiction Some How's and Why's of Language Science Fiction	Poetry for Today Satire Impressions and Opinions Shakespeare Some How's and Why's of Language	Shakespeare Reading As You Will Impressions and Opinions Some How's and Why's of Language As the World Moves
2 - Literature 1 - Media 1 - Composition	3 - Literature 2 - Composition	2 - Literature 1 - Media 1 - Composition 1 - Related

IV	V	VI
Reading As You Will Impressions and Opinions Shakespeare As the World Moves	Impressions and Opinions Imagination With Words II Poetry for Today As the World Moves	Imagination with Words II Advanced Composition Poetry for Today Impressions and Opinions Some How's and Why's of Language As the World Moves
1 - Literature 1 - Media 1 - Composition 1 - Related	2 - Literature 1 - Media 1 - Composition	2 - Literature 1 - Media 3 - Composition

Science

First Quarter

I	II	III
Fundamentals of Biology Fundamentals of Biology Rocks & Minerals Rocks & Minerals Environmental Science	Fundamentals of Biology Rocks & Minerals Rocks & Minerals Environmental Science	Fundamentals of Biology Fundamentals of Biology Fundamentals of Biology Rocks & Minerals Rocks & Minerals
2 - Biology 2 - Earth & Space 1 - Environmental	1 - Biology 2 - Earth & Space 1 - Environmental	3 - Biology 2 - Earth & Space
IV	V	VI
Fundamentals of Biology Fundamentals of Biology Rocks & Minerals Rocks & Minerals	Fundamentals of Biology Fundamentals of Biology Rocks & Minerals Rocks & Minerals	Fundamentals of Biology Rocks & Minerals Rocks & Minerals Environmental
2 - Biology 2 - Earth & Space	2 - Biology 2 - Earth & Space	1 - Biology 2 - Earth & Space 1 - Environmental

Science

Second Quarter

I	II	III
Fundamentals of Biology Fundamentals of Biology Astronomy Meteorology Environmental	Fundamentals of Biology Meteorology Weathering and Erosion Environmental	Fundamentals of Biology Fundamentals of Biology Fundamentals of Biology Astronomy Meteorology
2 - Biology 2 - Earth & Space 1 - Environmental	1 - Biology 2 - Earth & Space 1 - Environmental	3 - Biology 2 - Earth & Space

IV	V	VI
Fundamentals of Biology Fundamentals of Biology Astronomy Meteorology	Fundamentals of Biology Fundamentals of Biology Astronomy Weathering and Erosion	Fundamentals of Biology Astronomy Meteorology Environmental
2 - Biology 1 - Earth & Space	2 - Biology 2 - Earth & Space	1 - Biology 2 - Earth & Space 1 - Environmental

Science

Third Quarter

I	II	III
Biology of Vertebrates Anatomy & Physiology of Man Earth History - Paleotology Topography Environmental Science	Anatomy and Physiology of Man Topography Glacial Geology and N.W. Pa. Environmental Sci.	Biology of Vertebrates Anatomy Embryology Earth History - Paleotology Topography
2 - Biology 2 - Earth & Space 1 - Environmental	1 - Biology 2 - Earth & Space 1 - Environmental	3 - Biology 2 - Earth & Space

IV	V	VI
Biology of Vertebrates Anatomy Earth History - Paleotology Topography	Biology of Vertebrates Anatomy Earth History - Paleotology Glacial Geology and N.W. Pa.	Embryology Earth History - Paleotology Topography Environmental Science
2 - Biology 2 - Earth & Space	2 - Biology 2 - Earth & Space	1 - Biology 2 - Earth & Space 1 - Environmental

Science

Fourth Quarter

I	II	III
Astronomy Oceanography World of Insects Botany Environmental Science	Botany Oceanography Weathering and Erosion Environmental Science	World of Insects Botany Biology of Invertebrates (or Micro.) Astronomy Oceanography
2 - Biology 2 - Earth & Space 1 - Environmental	1 - Biology 2 - Earth & Space 1 - Environmental	3 - Biology 2 - Earth & Space

IV	V	VI
World of Insects Botany Astronomy Oceanography	World of Insects Botany Astronomy Weathering and Erosion	Biology of Invertebrates (or Micro.) Astronomy Oceanography Environmental Science
2 - Biology 2 - Earth & Space	2 - Biology 2 - Earth & Space	1 - Biology 2 - Earth & Space 1 - Environmental

Mathematics

First Quarter

I	II	III
Basic Computations Basic Computations	Basic Computations Basic Computations Basic Computations	Basic Computations Basic Computations
2 - General Math	3 - General Math	2 - General Math

IV	V	VI
Basic Computations Basic Computations	Basic Computations Basic Computations	Money Management
2 - General Math	2 - General Math	1 - General Math

Mathematics

Second Quarter

I	II	III
Math Lab Usage Consumer Math	Sampling and Statistics Math Lab Usage Consumer Math	Math Lab Usage Consumer Math
2- General Math	3 - General Math	2 - General Math

IV	V	VI
Math Lab Usage Consumer Math	Consumer Math Math of Science	Basic Computations
2 - General Math	2 - General Math	1 - General Math

Mathematics

Third Quarter

I	II	III
Money Management Sampling and Statistics	Money Management Math Lab Usage Introduction to Algebra	Money Management Sampling and Statistics

IV	V	VI
Money Management Sampling and Statistics	Money Management Sampling and Statistics	Introduction to Algebra

Mathematics

Fourth Quarter

I	II	III
Basic Probability In Games	Units of Measure	Math of Science
IV	**V**	**VI**
Informal Geometry	Math Lab Usage	

Quarter Course Selection - Student Exchange

The strategy employed during the first year (1974-75) of operation at the Strong Vincent demonstration model, was to have students choose quarter courses at four prescribed time intervals.

Action

- Two weeks prior to the start of a quarter, students were supplied newly developed Subject Area Handbooks (Appendix H) listing course offerings and descriptions. A selection sheet was used to rank order choices.
- Support team screened selection sheets and attempted to supply students first or second choice. A policy was established to give every student his first choice at least once during the year.
- Quarter courses were coded on reports and records, and pupil progress was maintained both in the offices of the support team and administration.
- During the first year of the demonstration model quarter course grades were averaged for juniors and seniors; each quarter was graded independently for freshmen and sophomores. (The goal in 1975-76 is independent quarter course grades at all levels.)

Given the first year's experience, students will be able to select four quarters for 1975-76, during a "first-ever" June registration.

STRONG VINCENT COMPREHENSIVE HIGH SCHOOL
THE SCHOOL DISTRICT OF THE CITY OF ERIE, PA.
SCHOLARSHIP RECORD

Subject ______________ Course: _________ End of Quarter _________________

Grade _______________ Pilot Teacher _______________

	No.	Name	I	II	III	IV	No.	Name	I	II	III	IV	
H.R. 204	1						18						H.R. 105
	2						19						
	3						20						
H.R. 206	4						21						H.R. 113
	5						22						
	6						23						

* NOTE: Pilot teachers will complete Scholarship Records for the second quarter within one week after the new quarter begins and return to administrative office. This will provide verification of enrollment and will prevent work having to be done at the close of the quarter.

GUIDANCE OFFICE GRADE REPORT - QUARTER COURSES

Name ____________________ H.R. ______ Grade ______ Year ______

Parent's Name ____________________ Address ______________ Phone __________

Subject	Teacher	1	2	3	4	5	6	7	8	* Avg.	Remarks
English	117, 114 117, 103	120	A	124	C	126	A	128	B		
Social Studies	246,212 212, 202										
Science	302, 302 204, 201										
Mathematics	512, 521 506, 512										

Teacher -- Computer Number

1, 3, 5, 7 -- Quarter Course Code Number

2, 4, 6, 8 -- Quarter Grades

Average -- * Average - Four Quarters (Independent Grades - Fresh., Soph.)

HOUSING THE LEARNING PROGRAM

To improve opportunities for learners who impact the Strong-Vincent Comprehensive High School model, guidelines have been established for housing the learning program in terms of building exterior and interior. As a result of the model the district is being provided with the direction for housing the grade 9-12, comprehensive high school configuration.

Guidelines for conversion of physical plants at East and Academy high schools have been emerging from the demonstration model. Data from the test of the model has also emphasized the need for expanded physical facilities.

To support the renovation, the Board of Education passed an $8 million dollar bond issue - with over $4 million of the monies earmarked for high school additions and alterations.

The Greening of the High School, the excellent report prepared by Educational Facilities Laboratories and the Institute for Educational Activities, provides information and gives examples of how facilities can be designed to support new program conceptions. In the Report, the eminent Mr. Buckminster Fuller states, "Reform the Environment: Stop trying to reform people. They will reform themselves if the environment is right." [5]

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[5] op.cit., p. 48

Strong Vincent Building and Grounds

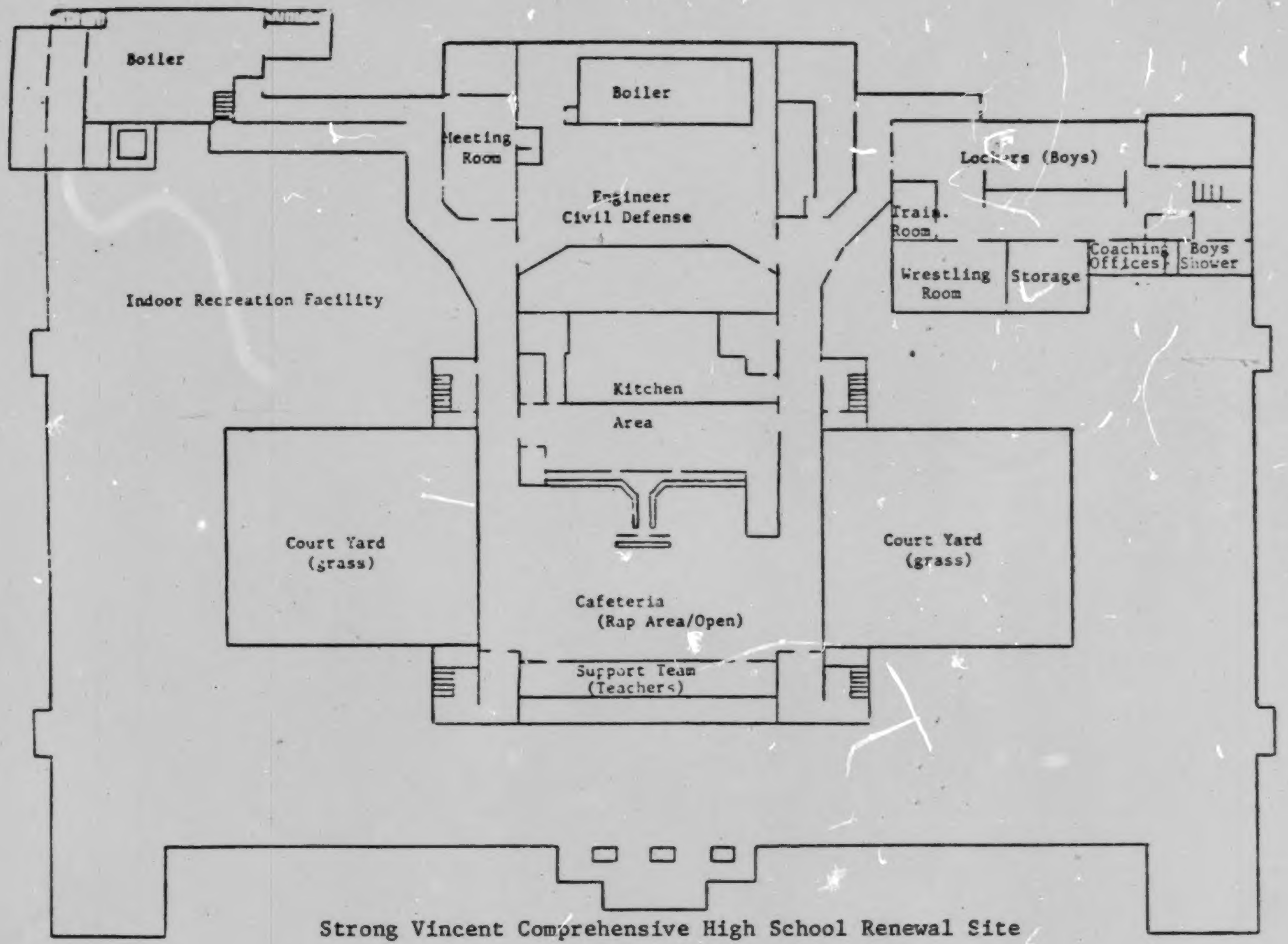
Grounds

- "Rap areas", tennis courts athletic field (intramural, inter-scholastic sports).
- Landscaped areas (trees, grass, flowers).
- Asphalted areas (automobiles).

Building Interior

- "Regular" classroom work areas
- Art suite/workshop
- Some semi-open areas
- Music suite (couple, or series of rooms)
- Physical education facilities (gymnasium girls-boys, swimming pool, wrestling room)
- "Quiet areas" rap areas
- Learning resource center
- Science math laboratory facility
- Cafeteria area
- Staff meeting area
- Administrative/guidance area
- Reading laboratory
- Home economics/industrial arts

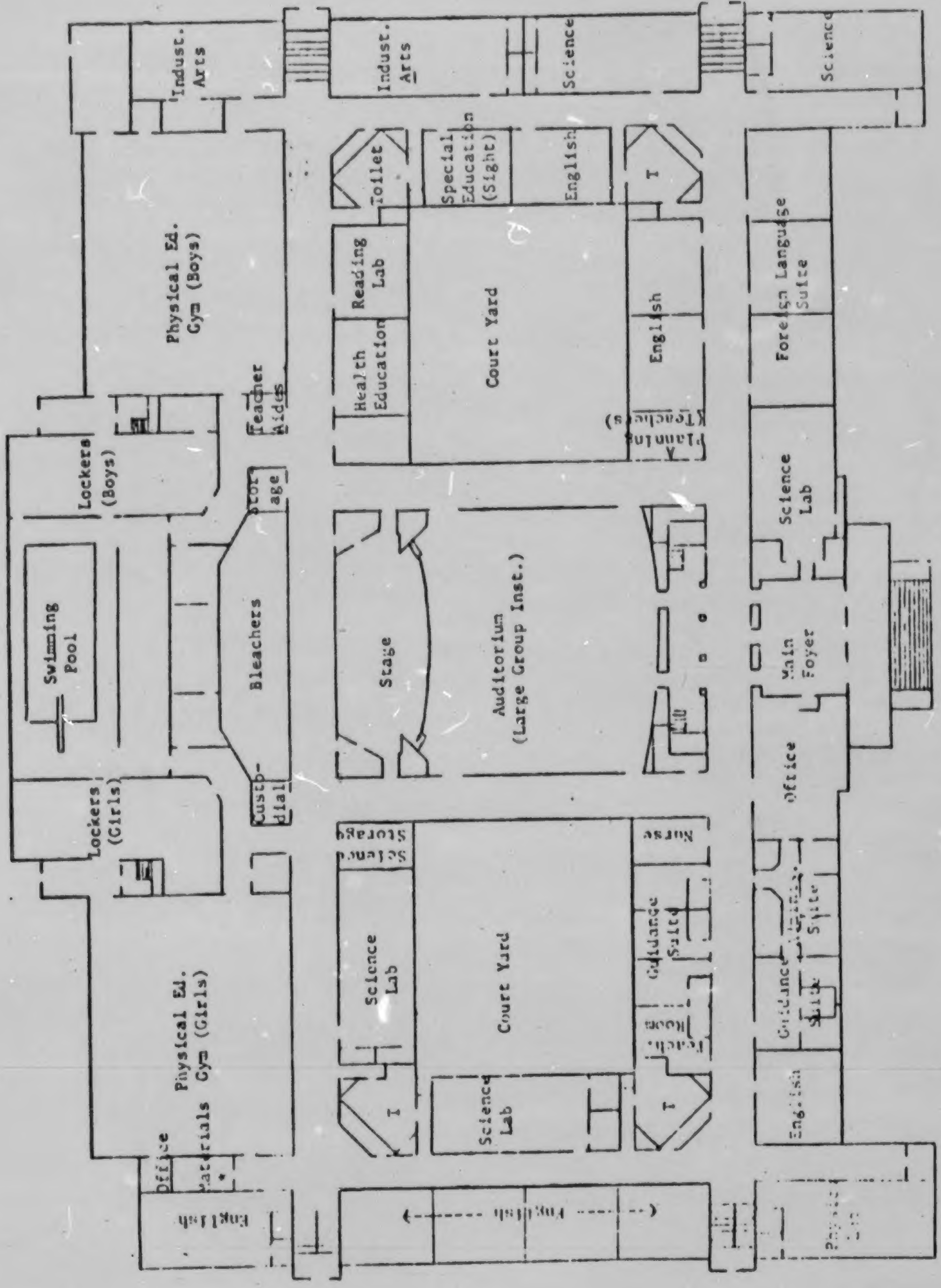
The learning resource center, as a learning hub, is centrally located for quick student/teacher access. A lunch program which is open, has adequate space to feed at least one-third of student population. The building is in good basic condition thus affording modernization and renovation to create a learning environment suitable for the adolescent.


Boiler
Boiler
Meeting Room
Engineer
Civil Defense
Lockers (Boys)
Train. Room
Wrestling Room
Storage
Coaching Offices
Boys Shower
Indoor Recreation Facility
Kitchen
Area
Court Yard (grass)
Court Yard (grass)
Cafeteria (Rap Area/Open)
Support Team (Teachers)

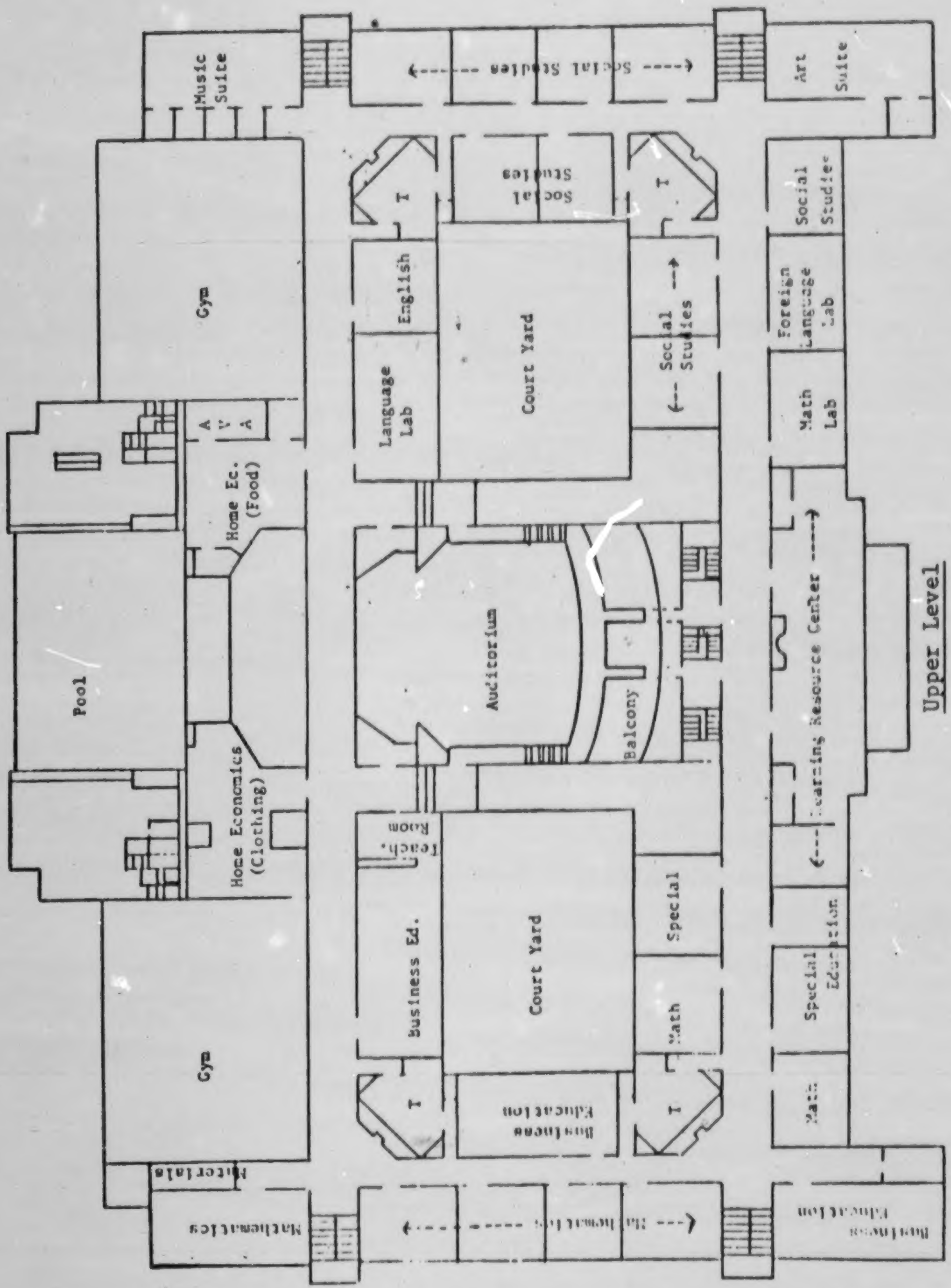
Strong Vincent Comprehensive High School Renewal Site
Lower Level

~~205~~

205 [redacted]


Indust. Arts
Indust. Arts
Science
Science
Physical Ed. Gym (Boys)
Teacher Aides
Toilet
Special Education (Sight)
English
I
Reading Lab
Health Education
Court Yard
English
Planning (Teachers)
Foreign Language Suite
Science Lab
Lockers (Boys)
Storage
Swimming Pool
Bleachers
Stage
Auditorium (Large Group Inst.)
Main Foyer
Office
Lockers (Girls)
Custodial
Science Storage
Nurse
Science Lab
Court Yard
Guidance Suite
Teach. Room
Guidance Suite
English
Physical Ed. Gym (Girls)
I
Science Lab
I
Office
Materials
English
English
Physics Lab

First Level


Music Suite
Social Studies
Art Suite
Gym
T
Social Studies
T
Social Studies
English
Language Lab
Court Yard
Social Studies
Foreign Language Lab
Math Lab
A V A
Home Ec. (Food)
Pool
Auditorium
Balcony
Learning Resource Center
Home Economics (Clothing)
Teach. Room
Business Ed.
Court Yard
Special
Math
Special Education
Math
Gym
T
Business Education
T
Materials
Mathematics
Mathematics
Business Education

Upper Level

207

EXPORTING THE PROGRAM

Implementation - 1974-75

In the June, 1974 Report of the High School Model "Phase In" submitted to the superintendent of schools, it was recommended that East and Academy High become "satellite" schools. Given one year -- September 1974 to June 1975 the learning program of the comprehensive high school renewal site consisting of quarter courses was exported in planned parts to the satellites. (similar schools in the district).

A unique feature of the Strong Vincent demonstration model was the availability of a support team consisting of a full time project lead teacher and four half-time team leaders. East and Academy were similarly staffed with team leaders for the purpose of providing support for quarter course offerings and student choice.

Team leaders have functioned in a manner somewhat similar to that of the model with perhaps a few minor exceptions. Working as the "right-hand" of the building administrator, team leaders have shared in a number of important activities and have provided a linkage between the model and satellite schools.

Team Leaders (East and Academy)

- Liaison between model high school and "satellite" schools.
- Assist other teachers in seeking improvement in their teaching.
- Assist in grouping of students, scheduling, advising on programs, and developing materials.
- Interpret curriculum designs and guides and assist with lesson planning.
- Acquaint teachers with supplemental materials.
- Serve as resource persons in building meetings and subject area meetings.
- Meet with parents and other community publics in explaining program of studies.
- Responsible in seeing that objectives/curriculum designs of subject areas are carried out.
- Work closely with building principal and curriculum coordinators to effectuate proper programming.
- Members of the school district "central" curriculum committee relevant to high school education.

Academy High School 1974-75

At Academy High School, the program developed by the High School Task Force, and tested at the Strong Vincent model, was implemented in planned phases during 1974-75.

Implementation has included curriculum revision and student choice of quarter courses. The major thrust has occurred in the ninth grade where earth and space science, social studies, and English courses have been revised.

Eleven pilot teachers, many of whom participated in staff development programs, volunteered to implement the new program at Academy.

Science

Grade 9 (Earth & Space Science)

Quarter Courses

. Rocks and Minerals	3 classes
. Astronomy	1 class
. Meteorology	1 class
. Weathering and Erosion	1 class

. Oceanography	1 class
. Earth History	1 class
. Topography	1 class
. Climatology	1 class
. Palentology	1 class
. Glaciology	1 class

(Teachers: Gubish, Gigliotti, Zewe)

Social Studies

Grade 9

Quarter Courses

. See America First	3 classes
. Who Did It (Biographies)	3 classes
. Man and His Culture	3 classes
. The Individual and His Government	3 classes

(Teachers: Hayes, Karznia, Kazinski)

English

Grade 9

. Literary (Fiction - Non Fiction, Poetry - Drama)	2 classes

. Study Skills/Library (Grammar and Composition)	2 classes
(Teachers: Musarra, Christenson)	
Industrial Arts	
Grades 10 - 12 (Quarters to be cross-graded)	
. Offset Printing	1 class
. Bookbinding	1 class
. Plastics Technology	1 class
(Teacher: Scott)	

(New offset press and component parts used by Mr. Welsh, graphic arts teacher, have also been used in printing of school news-magazine, the Star and literary magazine, Starlight. These publications had previously been contracted-out for printing).

Mathematics	
Grades 9 - 10	
. Basic Computation	1 class
. Sampling and Probability	1 class
. Statistics	1 class

East High School 1974-75

East High School in 1974-75, received planned parts of the program including curriculum revision and student choice of quarter courses in social studies, science, and mathematics. Fourteen teachers, many of whom engaged in staff development programs, participated in exporting the program of quarter courses from the Strong Vincent demonstration model to East.

Social Studies	
Grade 11 (4th Quarter)	
. Cold War through Present	2 classes
. World War II	2 classes
. Sociology I	1 class
. "Roaring Twenties"	1 class
(Teachers: Drew, Kaufman and Cuzzola)	
Grade 12 (3rd & 4th Quarter)	
3rd Quarter	
. Youth & the Law	4 classes
. The American Woman	3 classes
. Media and its Influence	1 class
(Teachers: Stinely, Kent & Masiroff)	

4th Quarter	
. Introduction to Psychology	4 classes
. Consumer Economics	3 classes
. Current Issues	1 class
Science	
Environmental Science -	
Grades 11 and 12	
1st Quarter	
. Fresh Water Ecology	2 classes
2nd & 3rd Quarter	
. Pollution	2 classes
4th Quarter	
. Soil & Terrestrial Ecology	2 classes
(Teachers: Grugin, Morosky) (Self-Contained Classes)	
Biology	
Grade 10	
1st Semester	
. Foundations of Biology	11 classes

3rd Quarter

. Human Anatomy & Physiology	5 classes
. Botany	2 classes
. The World of Insects	2 classes
. Human Enbryology & Inheritance	2 classes

4th Quarter

. Animals Without Backbones	4 classes
. Microbiology	2 classes
. Biology of the Vertebrates	2 classes
. Human Embryology & Inheritance	1 class
. The World of Insects	1 class
. Human Anatomy & Physiology	1 class

(Teachers: Bannister, Verga, Grugin, & Morosky)

Mathematics

Grade 9 General Math (4th Quarter-Self Contained Quarter Course)

. Introduction to Algebra	1 class
. Informal Geometry	1 class

Grade 10 General Math

. Home Building Math	1 class

(Teachers: DeMarco & Panighetti)

Part VI

EVALUATION

Essential to the proposed project is the process of appraising what has happened and what is happening as a result of the expenditures of effort and money. Evaluation has been important to those who have conducted the project as a part of the on-going efforts to accomplish goals, and to educators and members of the community who follow their progress. It is expected that evaluation of this program will add to our knowledge of ways to effectively provide for innovative and creative education programs in priority areas. In developing objectives for the Strong Vincent learning program the time constraint of one year was considered an important factor. Taken into account by the writer was the amount of change that seemed reasonable for the effort, resources, and energy available.

Dr. Milton Woodlen, Director of the Miller Research Center and Educational Development Laboratory, Edinboro (Pa.) State College was consulted for suggestions regarding performance objectives and measurement. Sections of the text, Evaluation in Education, A Practitioners Guide, by Gottman and Clasen (Peacock Press) 1972, and Evaluation, A Study Guide for Educational Administration, by Scriven (Nova University) 1974, were particularly useful.

Support team teachers from the comprehensive high school demonstration model also contributed to the formulation of objectives and subsequent evaluation. In quoting Dr. Woodlen, who has been close to the educational climate in Erie,

> "To be reasonable under an experimental/innovative project such as yours in Erie, it is significant to note that there is no past data available on which a reasonable or attainable criterion of performance could be established. There the significant improvement will have to be empirically determined, i.e. when you complete the first year a base-line will be established in 1974-75, for the following year 1975-76."

COMPREHENSIVE HIGH SCHOOL RENEWAL SITE

Problem Elements (Needs)

- Education without choice
- Poor learning environment
- Neglect of affective learnings
- Proliferation year-long courses
- Rigid learning environment
- Lack of priorities teaching of skills

Objective #1

Given one year (September 1974 to June 1975) a comprehensive high school renewal site with 9-12 grade organization will be established as a demonstration model for similar schools to be organized in Erie, Pennsylvania.

Method of Evaluation #1

The comprehensive high school renewal site with 9-12 grade organization was established as a demonstration model for 1000 students in a system of 4000 with curriculum revision, quarter course offerings and student choice. This will be demonstrated by showing the number of student choices and quarter course offerings in 1974-75, as compared to the traditional 1973-74 program.

Scope of Evaluation

The evaluation of objective number one is divided into nine identifiable areas:

1. "Phase-in"
2. Subject area preference inventory - students
3. Subject area preference inventory - teachers
4. Teaching preference survey
5. Administrator preference survey
6. Counselor preference survey
7. Parent telephone survey
8. Quarter course enrollments
9. Student choice - learning program (1975-76)

Instruments

- IOX Subject Area Preference Scales *
- Choice of Learning Program Survey
- Opinionaires

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* IOX - Instructional Objectives Exchange, Attitude Toward School K-12 (Rev. Ed.) Los Angeles, California, 1972

I. Phase-In

In June, 1974, the Report of the High School Model "Phase-In", was submitted to the superintendent of schools with the following recommendations: (1) That Strong Vincent High School be designated as the demonstration model, and (2) That East and Academy become "satellite" schools.

It was agreed that alternatives and options in education were to be planned and placed into operation in various stages with definite goals. 1974-75 was to be a "phase-in" period with the basic thrust being curriculum revision, quarter course offerings, and student choice. Concentration of the phase-in was to be in English, social studies, science, and mathematics.

The Board of Education on June 30, 1974 adopted the High School Task Force budget recommendation. As a result of the action, and given one year (September 1974 to June 1975) a comprehensive high school renewal site with 9-12 organization was established as a demonstration model for similar schools to be organized in the Erie (Pa.) schools.

7 - 1 - 74 - 20
Develop and Transition Demonstration High School 1974-75

Account	Description	Budget
20 0213.30	Sec. Task Force In-Service (Summer of 1974)	$ 40,600.00
20 0213.31	Sec. Task Force Teachers (4)	$ 50,400.00
20 0219.09	Clerk Mid Task Force	$ 5,465.00
20 0222.05	Sec. Task Force Teaching Supplies	$ 46,500.00
20 0222.47	Materials for Dev. Reading	$ 18,500.00
20 0250.06	Sec. Task Force Evaluation	$ 5,000.00
20 1243.35	Sec. Task Force Equipment	$ 50,000.00
20 1244.03	Print Equipment Sec. Task Force	$ 7,500.00
		$ 223,965.00

2. Subject Area Preference Inventory - Student

Learning programs were designed and implemented to help meet the needs of students. It was therefore most important to have students evaluate the new learning program designed for them.

This segment of the evaluation presents data collected from students concerning the first year of the new learning program.

Two instruments were utilized - IOX Subject Area Preference Scale and a Choice of Learning Program Survey. (Appendix I).

Description and Rationale

The subject area preference inventory is composed of a list of subject areas commonly taught in the high school. Each subject area is accompanied by six descriptive word scales (positive to negative, seven degrees) on which students mark their personal descriptions of the area. This inventory provides an index of the student's relative preferences among the given subject areas.

Student Subject Area Preference Scales

I. Mathematics

Out of the total enrollment of 380 - 390 in the general math "phase in" program, 56 students were sampled.

Item Response Analysis	Positive	Middle	Negative
Clear - Confusing	27	18	10
Important - Unimportant	46	4	6
Useful - Useless	47	6	2
Simple - Complex *	21	20	14
Meaningful - Meaningless	37	12	7
Good - Bad	37	13	6

Averaged Response = 4.93

II. Science

Out of the total enrollment of 656 in the science "phase in" program, 35 students were sampled.

Item Response Analysis	Positive	Middle	Negative
Meaningful - Meaningless	29	3	3
Good - Bad	27	7	1
Useful - Useless	25	8	2
Clear - Confusing	22	9	4
Important - Unimportant	30	2	3
Simple - Complex *	9	16	10

Averaged Response = 5.05

III. English

Out of the total enrollment of 1066 - 1070 in the English "phase in" program, 62 students were sampled.

Item Response Analysis	Positive	Middle	Negative
Good - Bad	38	19	5
Meaningful - Meaningless	36	13	13
Simple - Complex*	27	23	12
Important - Unimportant	35	14	13
Useful - Useless	44	8	10
Clear - Confusing	38	16	8

Averaged Response = 4.17

IV. Social Studies

Out of the total enrollment of 1066 in the social studies "phase in" program, 82 students were sampled. Subject Area Preference Scales were used as the survey tool. The results were as follows:

Item Response Analysis	Positive	Middle	Negative
Important - Unimportant	47	23	12
Clear - Confusing	34	16	17
Useful - Useless	52	18	12
Good - Bad	60	14	8
Simple - Complex *	25	31	21
Meaningful - Meaningless	51	19	12

Averaged Response = 4.84

* Both students and teachers had difficulty in interpreting this item. Generally both felt that simple was the negative response and complex was the positive response. The opposite is true with the IOX measurement.

Table 13presents a summary of student responses and averaged scores in math, science, social studies, and English

TABLE 13

Summary - Subject Area Preference
IOX Preference Scale (High 7)

Total Sampled (235)	Number (%)	Averaged Score
Math	56 (15%)	4.93
Science	35 (6%)	5.05
Social Studies	82 (7%)	4.84
English	62 (6%)	4.17
Total Averaged Score		4.75

3. Subject Area Preference Inventory - Teachers

An important part of the evaluation undertaken was the teacher assessment of the new program as it was developed and implemented. This section presents data collected from pilot teachers involved in the English, social studies, math and science areas. The evaluation instrument utilized was the IOX Preference Scale, which is a word pairing scale with seven intervals or spaces for reaction. (Appendix I).

Displayed on the following pages are the results gathered from teachers facilitating the "phase-in" program during the school year 1974-75. Among the preference scales reported in this section are:

- Course evaluation
- Subject area evaluation

Course Evaluation

Course Analysis - English

	Averaged Response	Number of Respondents
Impressions & Opinions	5.60	3
Drama Survey	5.49	2
About Worlds To Come	5.72	3
Short Fiction	5.71	3
Satire	5.33	2
Poetry of Today	6.00	1
A Survey of Tragedy	6.00	1
Imagination with Words I	6.22	3
Advanced Composition	6.00	1
Beat the College Boards	6.50	1
Some How's & Why's of Language	6.83	1
Learning to Speak Effectively I	6.66	1
Learning to Speak Effectively II	6.66	1
As the World Moves	6.00	1
What Is A Film?	5.33	1
English Total Averaged	6.00	25

Course Analysis - Mathematics

	Averaged Responses	Number of Respondents
Math Lab Usage	6.33	1
Introduction to Algebra	6.50	1
Money Management	6.58	2
Consumer Math	6.75	2
Basic Computations	6.54	4
Sampling and Statistics	5.95	3
Math of Science	6.50	1
Mathematics Total Averaged	6.60	14

Course Analysis - Social Studies

	Averaged Response	Number of Respondents
Cold War Through the Present	4.50	2
American Woman	4.17	1
American Government	4.00	1
Consumer Economics	3.83	1
Youth and the Law	4.00	1
Reconstruction Through World Power	4.50	1
Constitution to Reconstruction	4.50	1
Early Exploration to 1789	4.67	1
U.S. Constitution	4.00	1
Middle Ages	4.56	2
Current Issues	4.83	1
China	3.83	1
Protest, Dissent & Reform	3.50	1
Russia	4.00	1
Individual & His Government	4.17	1
See America First	4.17	1
Social Studies Total Averaged	4.20	18

Course Analysis - Science

	Averaged Response	Number of Respondents
Rocks & Minerals	4.50	3
Meteorology	2.83	1
Astronomy	5.50	1
Weathering & Erosion	4.16	1
Fundamentals of Biology	4.22	3
Environmental Science	4.25	2
Science Total Averaged	4.24	11

Subject Area Evaluation

Teachers were also asked to complete a subject area evaluation using the IOX Preference Scale (Appendix I) Table 14 below presents averaged scores in the four major subject areas.

TABLE 14

Overall Subject Evaluation
IOX Preference Scale (High 7)

Disciplines	Number of Teachers	Averaged Scores
English	11	6.33
Mathematics	4	6.82
Social Studies	11	5.25
Science	4	5.47

Summary

An inspection of data indicates very clearly that English, social studies, math & science teachers viewed courses in a highly positive manner. They rated their subject areas as being meaningful, useful, important, and good. On the basis of the seven point system employed by the IOX Preference Scale, the overall evaluation was positive. In no part of the evaluation did ratings dip below 3. In subject area and overall program evaluations, all ratings were 4 and above. Teachers found the new program to be successful, important, and useful.

4. Teaching Preference Survey

Since the main objective of the "phase in" program was to provide both students and teachers with choice, teachers were administered a teaching preference survey. 53 teachers were surveyed via a questionnaire and the results are displayed in Table 15 .

TABLE 15

Teaching Preference Survey (Summary)

Discipline	New Program	Traditional Program	Undecided
English	9	1	0
Social Studies	9	1	0
Math	1	3	2
Science	5	3	1
Other	7	8	3
Totals	31	16	6

31 - Preferred to instruct in the new program involving quarter courses and student choice.

16 - Preferred to instruct in the regular or traditional program with year-long courses.

6 - Were undecided or felt the choice didn't pertain to them.

Of teachers in the new program during the current year, two teachers in the survey wished to return to the traditional program. All other teachers in the new program chose to continue in the program next year (1975-76).

Of the teachers not in the program this year, but in the traditional program, seven teachers chose to enter the program; two of the teachers were in the academic areas, and others in business education and special education.

Teacher Interviews

Teachers involved in implementing the new program were invited to meet with the support team to discuss their opinions and recommendations concerning the program. An opinionaire consisting of 20 questions with "yes", "no", or "uncertain" responses were administered to teachers. Of the 30 teachers implementing the program in the four academic areas, 16 teachers participated in the sessions and completed the opinionaires yielding the following results:

General Opinionaire - Teachers

Categories

- Use of and revision of curriculum guides being used (#1,2,3)
- Materials utilized in courses (#4,5,6,8)
- Student attitude as perceived by teachers (#7, 13)
- Teacher attitude and perception of the new program (#9, 10, 11, 12, 16, 17, 19)
- Teacher attitude and perception of the Support Team role (#14, 15, 18)
- Teacher preference of instruction (#20)

Questions

1. Are you following the curriculum guides provided you?
2. Are the courses you have worked with in need of revision?
3. Did the course guide cover too much for the time period?
4. Did you use the materials provided?
5. Are additional materials necessary?
6. Do you have recommendations for materials to be used?
7. Have you noticed or are you aware of a change in student attitude this year in your courses as opposed to last year?
8. Do you feel there is a need for a textbook in the courses you are working with?
9. Do you feel you understand the new program well enough to explain it to your fellow teachers?
10. Do you feel you have had to change your teaching style because of the new program?
11. Do you feel too much has been asked of you in working the new program?
12. Do you like the quarter course approach?
13. Do you feel students on the whole like the quarter course approach?
14. Do you feel you understand the role of the Support Team?
15. In your understanding the role of the Support Team, do you feel they have provided the support and assistance you need?
16. Do you feel the new program has been successful in its first year?
17. Are you happy with the program as it is?
18. Do you feel there are other support services that could or should be offered?
19. Are there things you would change about the program?
20. Would you prefer to go back to the regular program?

Category #1 - Curriculum guides

Question #1 - Yes (14) No (1) Uncertain (1)

#2 - Yes (12) No (4) Uncertain (0)

#3 - Yes (6) No (10) Uncertain (0)

Conclusion:
Teachers are utilizing curriculum guides developed during the summer workshop (July 1974) (Question #1) However, they feel that after working these courses over the first three quarters of the "phase in" year, revisions are needed. (Question #2) Depending on the course, the various guides may or may not have been too long for the 9 week quarter (Question #3) Additional courses were generally felt to be needed. Time should be provided for writing and revision of courses.

Category #2 - Materials utilized in courses (both new and regular materials utilized)

Question #4 - Yes (15) No (1) Uncertain (0)

#5 - Yes (10) No (5) Uncertain (1)

#6 - Yes (9) No (5) Uncertain (2)

#8 - Yes (5) No (9) Uncertain (2)

Conclusion:
Teachers did in fact fully utilize materials that were purchased. (Question #4) Teachers, however, felt that additional materials were needed (Question #5) The majority of teachers interviewed felt that they could recommend some materials above those which have been purchased. (Question #6) While the majority of teachers interviewed felt that a textbook was not necessary, some teachers felt that textbooks do have a place in the instruction process. (Question #8)

Category #3 - Student attitude toward the "new" program as perceived

Question #7 - Yes (11) No (2) Uncertain (3)
#8 - Yes (12) No (2) Uncertain (1)

Conclusion:

The vast majority of teachers interviewed felt that there was a positive change in student attitude from last year (Question #7) They felt that students were more enthusiastic in class because they had some choice and were offered a variety of courses. Again they felt teachers basically liked the quarter course approach for the same reasons (Question #13).

Category #4 - Teacher attitude and perceptions about the "new" program

Question #9 - Yes (13) No (1) Uncertain (2)
#10 -Yes (9) No (7) Uncertain (0)
#11 - Yes (4) No (12) Uncertain (0)
#12 - Yes (13) No (2) Uncertain (1)
#16 - Yes (10) No (2) Uncertain (4)
#17 - Yes (10) No (5) Uncertain (1)
#19 - Yes (13) No (0) Uncertain (3)

Conclusion:

Most teachers interviewed felt that they understood the new program well enough to explain it to their fellow teachers (Question #9). While the majority of teachers felt they did have to change their teaching style, they were also required to adjust to new materials, new student enrollment procedures, and an increase in course preparations. (Question #10) At the same time the overwhelming majority felt that they had not been overburdened by the new program (Question # 11). The vast majority of the teachers interviewed liked the quarter course approach (Question #12) and felt that the program had been a success in its first year of operation (Question #16). Most teachers were happy with the program basically the way it is (Question #17) Although all have suggested various ideas to assist in revision and improvement (Question #19).

Category #5 - Teacher attitude and perceptions about the role of support team

Question #14 - Yes (14) No (0) Uncertain (2)

#15 - Yes (14) No (1) Uncertain (1)

#18 - Yes (6) No (6) Uncertain (4)

Conclusion:
The overwhelming majority of teachers interviewed felt they understood the role of the Support Team (Question #14) and felt the Support Team provided the help and assistance needed (Question #15) Some teachers felt, however, that still other support services could and should be provided for the new program (Question #18).

Category #6 - Teacher preference of instruction

Question #20 - Yes (2) No (14) Uncertain (0)

Conclusion:
When asked the question, "Would you prefer to go back to the regular program (as an instructor)?", only two teachers out of the sixteen interviewed preferred to return to the traditional program.

5. Administrator Preference Survey

The three building principals (Strong Vincent, Academy, East) were invited to meet and discuss their opinions and recommendations. Opinionaires and program preference scales were distributed for reactions.

General Opinionaire - Building Administrators

Categories

- Administrators role and work and the new program (Questions 1, 5, 6)
- Administrators perceptions of student attitude toward new program (# 2, 7)
- Administrators perceptions of teacher attitude toward new program (#8)

Questions

1. Do you feel that you have had a substantial increase in your work load because of the new program this year?
2. Do you feel that students on the whole like the quarter course approach?
3. Do you as an administrator and educator like the quarter course approach?
4. Do you feel the new program has been successful this first year of implementation?
5. Have you made referrals of students to enter the new program for reasons of benefit to the student?
6. Have you made referrals of students to leave the new program for reasons of benefit to the student?
7. Do you feel that student behavior has changed from last year to this year due to the new program?

Categories	Questions
. Administrators view of new program (#3, 4, 9, 10, 13)	8. Do you feel teacher attitude has changed from last year to this year due to the new program?
	9. Are there things you would change about the new program as it has operated this year?
. Administrators view of Support Team role (# 11, 12)	10. Do you feel there are recommendations you can offer to improve the program?
. Administrators program preference (#14)	11. Do you feel you understand the role of the Support Team?
	12. In your understanding of the role of the Support Team, do you feel they have fulfilled their role?
	13. Do you feel as an administrator and educator, that there is merit in the new program?
	14. Would you prefer to go back to the regular program?

Category #1 - Administrator role/work and the new program

Question #1	Yes (2)	No (0)	Uncertain (1)
#5	Yes (3)	No (0)	Uncertain (0)
#6	Yes (1)	No (2)	Uncertain (0)

Category #2 - Administrators perceptions of students attitude toward new program

Question #2	Yes (3)	No (0)	Uncertain (0)
#7	Yes (1)	No (0)	Uncertain (2)

Category #3 - Administrators perceptions of teacher attitude toward new program

Question #8	Yes (2)	No (0)	Uncertain (1)

Category #4 - Administrators view of the new program.

Question #3	Yes (3)	No (0)	Uncertain (0)
#4	Yes (1)	No (0)	Uncertain (2)
#9	Yes (3)	No (0)	Uncertain (0)
#10	Yes (3)	No (0)	Uncertain (0)
#13	Yes (3)	No (0)	Uncertain (0)

Category #5 - Administrator view of Support Team role

Question #11	Yes (3)	No (0)	Uncertain (0)
#12	Yes (3)	No (0)	Uncertain (0)

Category #6 - Administrator program preference

Question #14	Yes (0)	No (3)	Uncertain (0)

Overall Program Preference Scale:

1 = 4.14
1 = No Response   Averaged Response = 4.98
1 = 5.83

Conclusion:

Building administrators felt that there had been a substantial increase in work load because of the new program but all felt that they would not want to return to the traditional program completely.

They also felt that students and teachers preferred the quarter course approach and felt that there had been a positive change in teacher and student attitude due to the new program.

All building administrators voiced their concern to revise the mechanics of the program as well as developing new record keeping devices - beginning with scheduling and grades and going through cumulatives, cardex and other forms. The entire process that worked for the traditional program is not compatible with the new.

6. Counselor Preference Survey

Counselors, along with teachers, were invited to meet with the support team to discuss their opinions and recommendations for the new program. Opinionaires and preference scales were distributed to all counselors for evaluative purposes.

Concerning counselors in the building, four of five completed the opinionaire (one of the counselors felt that he did not deal directly with program areas dealt with in the opinionaire); three counselors attended the interview sessions and provided recommendations and one counselor filled out the preference scale (not reported).

General Opinionaire - Counselors

Categories

- The "new" program and the counselor work and role (# 1, 2, 6, 7)
- Counselors perception of student and teacher reaction to new program (#3, 8)
- Counselors view of the new program (#4, 5, 9, 10, 13)
- Counselors view of the Support Team role (#11, 12)

Questions

1. Has the new program effected your role as counselor this year?
2. Do you feel that you have had a substantial increase in your work load because of the new program?
3. Do you feel that students on the whole like the quarter course approach?
4. Do you as a counselor and educator like the quarter course approach?
5. Do you feel the new program has been successful this first year?
6. Have you made referrals of students to enter the program for reasons of benefit to the student?

Categories	Questions
. Counselors preference of learning program (#14)	7. Have you made referrals of students to leave the program for reasons of benefit to the student?
	8. Do you feel that teachers, generally, like the new program?
	9. Are there things you would change about the new program as it has operated this year?
	10. Do you feel there are recommendations you could offer to improve the program?
	11. Do you feel you understand the role of the Support Team?
	12. In your understanding of the role of the Support Team, do you feel they have fulfilled this role?
	13. Do you feel, as a counselor, there is educational merit in the new program?
	14. Would you prefer to go back to the regular program?

Category #1 - Counselor's work and role in the new program

Question # 1	Yes (2)	No (1)	Uncertain (0)
#2	Yes (0)	No (3)	Uncertain (0)
#6	Yes (3)	No (0)	Uncertain (0)
#7	Yes (0)	No (3)	Uncertain (0)

Category #2 - Counselor's perception of student/teacher reactions to the new program

Question #3	Yes (2)	No (0)	Uncertain (1)
#8	Yes (2)	No (0)	Uncertain (1)

Category #3 - Counselor's view of the new program

Question	#4	Yes (2)	No (0)	Uncertain (1)
	#5	Yes (1)	No (0)	Uncertain (2)
	#9	Yes (3)	No (0)	Uncertain (0)
	#10	Yes (3)	No (0)	Uncertain (0)
	#13	Yes (2)	No (0)	Uncertain (1)

Conclusion:

Those counselors who responded to the opinionaire felt the new program did effect their role as counselor, but their work load had not increased in year one of the new program. They felt that students and teachers liked the quarter course approach, although as counselors two out of the three were uncertain of their feelings on the matter.

All counselors made referrals of students into the program while none made referrals out.

All three counselors felt that they would make changes and could provide recommendations. Most of these changes dealt with the "mechanics" of the program. Counselors felt the program had educational merit.

7. Parent Telephone Survey

To gain parental input, a telephone survey of 150 parents (50 samples of 9th - 10th grade parents, 25 samples of 11th - 12th grade parents) of students in the new learning program were contacted by members of the support team. The following questions were asked to which parents responded either strong agreement, agreement, disagreement, or strong disagreement.

	SA	A	SD	D
1. I feel my child enjoys school this year.				
2. I feel my child is learning more this year than in previous years.				
3. I feel I know about the new learning program because my child talks about it.				
4. I feel more has to be done with the learning program to help meet my child's needs.				
5. I feel my child and I do not have enough choice in the type of education he receives.				

Responses

9th Grade Parents (50)

1. 15 - SA 20 - A 4 - SD 11 - D
2. 10 - SA 20 - A 1 - SD 19 - D

3. 5 - SA   20 - A   5 - SD   20 - D
4. 15 - SA   30 - A   0 - SD   5 - D
5. 15 - SA   15 - A   1 - SD   19 - D

10th Grade Parents (50)

1. 15 - SA   26 - A   3 - SD   6 - D
2. 9 - SA   33 - A   4 - SD   14 - D
3. 3 - SA   25 - A   9 - SD   13 - D
4. 16 - SA   19 - A   3 - SD   11 - D
5. 8 - SA   11 - A   5 - SD   26 - D

11th Grade Parents (25)

1. 1 - SA   21 - A   0 - SD   4 - D
2. 6 - SA   11 - A   0 - SD   8 - D
3. 3 - SA   6 - A   1 - SD   19 - D
4. 5 - SA   6 - A   0 - SD   17 - D
5. 1 - SA   5 - A   5 - SD   17 - D

12th Grade Parents (25)

1. 7 - SA   12 - A   0 - SD   0 - D
2. 4 - SA   6 - A   0 - SD   9 - D
3. 0 - SA   6 - A   2 - SD   11 - D

4. 2 - SA   11 - A   0 - SD   6 - D

5. 1 - SA   5 - A   1 - SD   12 - D

Conclusion:

The parental phone survey had two goals. First, to collect data pertinent to the development and evaluation of the new learning program, and second to establish contact with parents in a direct, personal manner. Utilizing this strategy, the support team could hear first-hand the comments and concerns of parents. They were also able to establish liaison between the schools and the home.

The majority of parents felt that their children enjoyed school this year, and were learning more than in previous years. Many hours were spent discussing the new program as well as general educational matters.

Most parents felt however, they did not learn enough about the new program from their children.

Further, the majority of parents also felt that more had to be done with the learning program to meet their children's needs.

And finally the majority of parents felt that they and their children had enough choice in the type of education their children were receiving.

8. Quarter Course Enrollments (Cross Graded)

Social Studies (Three Quarters)

Course Title	Quarter	Grade10	Grade 11	Grade 12	Totals 10 -12
Ancient World	1	91	10	16	117
China	1	40	12	6	58
	2	17	5	14	36
Early Exploration Through 1789	1	55	56	10	121
Cold War Thru	1	20	72	9	101
The Present	2	14	45	2	61
Current Issues	1	27	16	86	129
	2	8	7	38	53
American	1	7	6	22	35
Government	3	46	26	80	152
Consumer Economics	1	28	13	69	110
Protest, Dissent	1	7	8	22	37
and Reform	2	31	33	7	71
Youth & the Law	2	31	9	124	164
Constitution Thru Reconstruction	2	44	63	12	119
American Woman	2	10	10	15	35
Middle Ages	2	95	12	12	119
	3	62	14	48	124
Russia	2	34	4	10	48

Course Title	Quarter	Grade 10	Grade 11	Grade 12	Totals 10 - 12
Amer. Economics	3	10	11	46	67
India & Pakistan	3	79	9	17	105
Reconstruction Thru World Power	3	22	71	7	100
U.S.Constitution	3	35	41	36	112
Totals		813	553	708	2074

English (Three Quarters)

Course Title	Quarter	Grade 10	Grade 11	Grade 12	Totals
Satire	1	18	36	5	59
	2	7	15	13	35
	3	48	47	30	125
About Worlds To Come	1	55	48	19	122
	2	53	81	38	172
	3	46	62	55	163
Drama	1	78	9	43	130
Impressions & Opinions	1	40	31	23	94
	2	9	37	37	83
	3	19	12	1	32
As The World Moves	1	31	42	30	103
	3	46	66	55	167
Short Fiction	1	22	105	51	178
	2	45	43	42	130
	3	26	51	39	116
Imagination With Words	1	11	36	27	74
	2	21	24	6	51
	3	11	13	6	30
Some How's and Why's of Language	1	13	28	63	104
	2	21	40	16	77
	3	16	47	5	68
What Is A Film?	2	81	74	38	193
Beat the College Boards	2	8	53	7	68
	3	3	45	11	59
Contemporary Poetry	2	12	18	16	46
	3	7	13	9	29
Advanced Composition	2	1	2	6	9
	3	5	26	7	38
Totals		753	1104	698	2555

Science (Three Quarters)

Course Titles	Quarter		Total
Earth & Space Science *			
Rocks & Minerals (Required - all students 1st Quarter)	1		386
Astronomy	2		158
Meterology	2		162
Weathering & Erosion	2		67
Earth History	3		160
Glacial Geology of N.W. Pennsylvania	3		69
Topography	3		149
		Total	1151
Biology **			
Fundamental of Biology (Required - all students 1st Semester)	1		270
Biology of Vertebrates	3		93
Anatomy & Physiology	3		280
Fundamentals II	3		61
Environmental Science	Year Long		51
		Total	755

* Science (all 9th grade students were enrolled in Earth & Space Science)

** Biology (all 10th grade students with exception of honors biology enrolled in new biology program)

General Math (Three Quarters)

Course Title	Quarter	Grade 9	Grade 10	Grade 11	Grade 12	Totals
Basic Computations (Required - all students - 1st quarter)	1	172	173			345
Money Management	1	25				25
	3	84	55	18	10	167
Math of Science	2	11	11	3	1	26
Sampling of Statistics	2	30	2			32
	3	60	41	15	3	119
Math Lab Usage	2	47	31	11	1	90
	3	19	6	2		27
Consumer Math	2	85	59	14	7	165
Introduction to Algebra	3	59				59
Totals		592	378	63	22	1055

General math courses primarily for 9th and 10th graders. Some 11th - 12th graders enrolled for remediation and make-up.

Summary

Data presented in this section of the report demonstrates the heavy enrollment in the social studies and English areas. Between 1000 - 1100 students, grades 9-12, were enrolled in the new program, with approximately 360-380 9th grade students included in this figure. In science, approximately 710 students were involved in the new program (386, 9th graders in earth & space science, 270 students in biology and 51 students in environmental science.) All students in general math were involved in the new educational program.

In looking at the number of students enrolled in the various courses, imbalances occurred due to the "fitting" of the new program into a master "block-schedule" designed for a traditional curriculum.

The positive impact on Strong Vincent and change in the academic areas has been substantial, both in terms of student enrollment and teacher involvement. The cross-graded approach has made a significantly wide range of courses available in 1974-75, as compared to 1973-74.

9. Student Choice - Learning Program (1975-76)

A student survey was conducted to determine student preference of program alternatives at Strong Vincent High School. This survey was conducted along the 9th, 10th, and 11th grade bands (Twelfth grade graduating students not included).

TABLE 16

Choice of Learning Program Survey

Grade	Enrollment	Preferred New Quarter Courses Number (%)	Preferred Traditional Courses	No Opinion
9	295	270 (92%)	21 (7%)	4 (1%)
10	213	189 (89%)	21 (10%)	3 (1%)
11	253	208 (82%)	42 (17%)	3 (1%)
Totals	761	667 (88%)	84 (11%)	10 (1%)

Summary

The results of the choice of learning program survey demonstrates that the majority of students were in the positive response area. The negative responses in all subject areas were in the minority. Students polled in the 9th, 10th and 11th grades as to preference, selected the new program (88%), thus indicating that students have accepted the program and feel that it is good, important and useful. Thus, the new program in its first year is concluded to be successful in terms of student evaluation and response.

PRESERVICE, INSERVICE PROFESSIONAL PERSONNEL

Problem Elements (Needs)

- Outmoded teaching materials/media
- Lack of priorities teaching of skills

Objective #2

Given a series of preservice and inservice meetings and workshops August (1973), June (1974) and April (1974) the quality and effectiveness of professional personnel in the function, learning design, curriculum, and structure of the comprehensive high school will be improved.

Method of Evaluation #2

The preservice and inservice meetings and workshops will improve the quality and effectiveness of professional personnel in the function, learning design, curriculum and structure of the comprehensive high school. This will be demonstrated by responses on planning sheets and questionnaires which will be analyzed to determine the change in attitude experienced by teachers participating in the project.

Staff Development, Fall 1973

Arrangements were made in late July of 1973 with a team of three consultants from Case Western Reserve University in Cleveland, Ohio to plan and carry-out a workshop for 200 high school teachers of Erie public schools.

Since the district was proceeding with the "task force approach" to change, the consultants felt that the workshop should provide a forum for all the high school teachers to produce data that would be useful for the task force in its function, operation, and product. It was the consultants' bias that improvement of schooling must grow out of the teachers' concerns and problems and it was hoped that the workshop would serve this diagnostic purpose.

Regarding Content

As a vehicle to provide information to the High School Task Force within the structure provided by the consultants, the workshop proved productive. The hope had been that the sequential use of planning sheets would culminate in aspects of curriculum design that would represent the potentials of the Erie staff for change. The planning sheets focused discussion about the function of high schooling in Erie and the value system of the community as it pertained to such functioning.

Working beyond the purposes of high schooling breached considerable difficulty. The task facing the participants in the afternoon of the first day was to begin identifying characteristics of a school that would have the best change of carrying out the purposes reached by consensus on planning sheets 1 and 2.

Planning Sheet Number 1

Directions:
List the objectives the staff of a public high school should attempt to achieve. You might think of the list as being those things that a graduate of a public high school might be expected to do after he graduates. An example would be "A school should attempt to develop an understanding of and loyalty to the American way of life."

1. To foster in the student - through appropriate counseling and guidance - self-understanding, self-discipline, and self-direction, so that he will know his capabilities and limitations and be able to establish realistic lifetime goals.

2. To aid the student in achieving optimum intellectual development and a sense of responsibility for his own learning.

3. To assist the student in developing the social and economic skills necessary to function as an efficient producer and consumer and to assume the responsibility for solving the problems of everyday life.

4. To give the student a sense of dignity and worth as a human being, thus helping him learn to live in society, to respect lawful authority, and to be aware of his rights and responsibilities.

5. To develop in the student the ability to communicate, which involves thinking logically and critically, expressing thoughts clearly and effectively, and reading and listening with understanding and appreciation.

6. To broaden the student's potential for enjoying life through the nurturing of cultural interests and an appreciation for the fine and practical arts and to enable him to utilize his unique talents in worthwhile and satisfying leisure time activities.

7. To instruct the student in and to encourage his practice of basic principles of health, safety and physical fitness.

8. To aid the student in appreciating and understanding the home, the school and the community as basic units of society.

9. To foster in the student understanding and enjoyment of the school program and to develop his ability to make intelligent choices from the alternatives and options in this program.

10. To pass on to the student the attitudes and values compatible with local and national culture and to prepare him for worthy citizenship under our basic system of government.

11. To afford the student an awareness and an understanding of the domestic and foreign problems that confront our nation.

12. To help the student develop a world awareness through a sympathetic understanding and appreciation of the various cultures and problems of the world's peoples.

Planning Sheet Number 2

Directions:

From the first planning sheet, select the five objectives you feel are most important, and list them.

1. To foster in the student - through appropriate counseling and guidance - self-understanding, self-discipline, and self-direction, so that he will know his capabilities and limitations and be able to establish realistic lifetime goals.
2. To aid the student in achieving optimum intellectual development and a sense of responsibility for his own learning.
3. To assist the student in developing the social and economic skills necessary to function as an efficient producer and consumer and to assume the responsibility for solving the problems of everyday life.
4. To give the student a sense of dignity and worth as a human being, thus helping him learn to live in society, to respect lawful authority, and to be aware of his rights and responsibilities.
5. To develop in the student the ability to communicate, which involves thinking logically and critically, expressing thoughts clearly and effectively, and reading and listening with understanding and appreciation.

Directions:

Rank the five objectives you listed above on the scale below. A ranking of 20 is high. You might proceed in the following manner: Choose the objective you feel is most important and put the number of that objective above the appropriate rank number. Then select the objective which is next in importance and put its number above the appropriate rank number, etc., continuing the process until all five objectives have been ranked.

															5	3	4	2	1
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20

Since the discussions with the small groups seemed determined to deal with the frustrations of the teachers, the consultants decided to deal with those frustrations by legitimizing them through the use of sheet 4. Therefore, the task for third workshop day was for the small groups to identify the "helps" and "hindrances" of the Erie scene to achieve the objectives stated earlier. This force field analysis technique was useful in order to plan strategies for accomplishing objectives. In this instance, the identification also offered insight into the readiness of the teachers to become involved in change and their sophistication with what had to be done.

Planning Sheet Number 4

Below and on the left, the "helping factors" (for example, student support) for implementing your schools' design. On the right list the "hindering factors" (e.g., lack of money) to implementation of the design. Try to be as specific as possible.

Helping	Hindering
. Student senate/interest	. Insufficient student course electives and course offerings
. Student and faculty senate cooperation	. Lack of materials in providing teacher opportunities to develop student-centered classrooms
. Learning centers for remedial work	. Courses lacking relevancy
. High socio-economic status students	. Year-long courses
. Parental interest	

Helping	Hindering
. Adult courses available	. Poor communication, school and community
. Teacher concern	. Student apathy; faculty resistance
. Coed & homogeneous grouping	. Lack of priorities teaching of skills
. Male, female interscholastic athletics	. Lack of meaningful curriculum
. Special education	. Neglect of affective learnings
. Availability resource material	. No summer school program
. More inter-departmental teaching	. Grading methods, promotion leads failure syndrome
. Increased emphasis on individual and small group counseling where possible (student self evaluation)	. Breakdown school discipline
. Remedial work in basic subject areas	. Lack adequate facilities (equipment)
. Black history week	. Lack of participation by minority groups
. Field trips	. Lack of supervision for new teachers
. Twin-Tech vocational ed.	. Lack of follow-up studies on graduates
. Increased support for industrial arts program	. Colleges dictating to the high school
. Certificated teachers	. "Troublesome" parents rarely seen

Helping	Hindering
. Instructional television (where applicable - cannot always be scheduled in)	. Building design (out-moded)
. School spirit	. Compulsory education
. Introduction of multi-level "success possibility" materials	
. Use of community resources	

"The Ideal School"

It was at this point that some heated discussions took place. The content of the discussions had more to do with teacher frustrations than the task at hand. That is, instead of dealing with the characteristics of schools in an idealized condition the output in discussion dealt with the impossibilities of change with Erie. The written output on sheet 3 was therefore sporadic, trivial, and not very meaningful.

Planning Sheet Number 3

Directions:

Describe the characteristics a school ideally should have in order for the school to achieve the five objectives listed on planning sheet #2. Describe the characteristics in terms of the categories suggested below.

Teaching Methods

Group discussion, lecture, interaction, demonstration, independent study, seminars, individualized instruction, team teaching, lecture, work sheets, mini courses, fundamentals of bookkeeping, new methods decided by teacher, instructing teachers in new methods, small-large group presentation.

Materials of Instruction

Books (one for each kid), T.V., tapes, films, overhead projector, magazines, periodicals, newspapers, workbooks (packets), individual teacher budgets, unlimited filmstrips, maps, room libraries, field trips.

Staff Organization

One chairman per department (paid), teacher specialists, teacher aides, self contained classes, inter-departmental action, departmental meetings (more time), time for "think tanks", packets, head teacher to make decisions - most capable person.

Administrative Organization

Building principal and two assistants, central attendance officer, teacher head of own class, developmental reports offered to principal, good teacher representation with ample time for participation, specified authority for organization.

Physical Space

Non-bolted furniture, state law requirements, departments together, movable walls, open areas, movable walls and furniture.

Student Characteristics

Teacher pupil ratio 22-1, teachers not clerks, counselors, driver education, proper attitude for learning, student characteristics and teaching methods, non-graded.

Time

One hour prep for teacher, four hours student contact 3 week course duration, change teachers where possible, flexible scheduling.

Other

More guidance counselors, more money.

Teacher Attitude

It was a consensus view of the consultants that the high school teachers of Erie were not at all enthused with the prospects for change. The attitude could be typified as one ranging from indifferences to "we have heard all this before and nothing happened." The hostilities directed at the consultants during the afternoon of the second day were to be expected and not at all uncommon when one considers the principles of group dynamics. In fact, it is a sign of planning health and served to clear the air for some serious deliberations about high school education in Erie.

By the conclusion of the workshop on day four it was apparent that an attitudinal shift had taken place. Although extremely cautious and guarded, the teachers seemed to (1) believe that the Board and administration were serious about wanting to chart new directions, (2) attention was at last being drawn to the high schools, and (3) give the system one more chance - albeit a last change to change.

In general, it was felt that a major objective of the workshop had been met; The teachers were receptive to a change effort that would involve them in the planning and execution of that change. The consultants continued to emphasize, however, that the effort would be viewed with a highly critical eye by those same teachers.

SUMMER 1974 INSERVICE
PHASE IN WORKSHOP

June - July 1975

A summer workshop was conducted in June and July to facilitate the new learning program designed by the High School Task Force. It was held at the Strong Vincent High School demonstration model and included 51 teachers from the three public high schools.

It was important for those facilitating the inservice to know what teachers got most from the summer workshop, what to do next in Erie to foster the comprehensive high school movement, and to ascertain teacher feelings about the new enterprise.

Evaluation Instrument:

Questionnaire - comprising a series of four questions used to obtain data relative to teacher attitudes toward the comprehensive high school.

Questions

The following questions were posed to teachers participating in the workshop.

1. What did you get most from the summer 1974 workshop?
2. How could you have gotten more out of the workshop?
3. What are the next things to do in Erie to foster the comprehensive high school movement?
4. At the present time, how do you feel about the comprehensive high school movement?

Responses to Question 1

- The experience of working closely with persons that I seldom come into contact with. I appreciated the opportunity of exchanging ideas. I especially enjoyed the opportunity to think without having to rush off to a class or another commitment. So often, meetings are scheduled after the school day when thinking is all but impossible due to fatigue, etc.
- A better understanding of the thoughts on the wide range of subjects. I even feel I could work in the newly organized school. I didn't feel that way before the workshop.
- A negative attitude has been changed to a positive attitude toward change. Learned to know many people I had never known before and accept his or her ideas.
- The opportunity to express my ideas and opinions and to hear the ideas of others. This broadened my own respect for alternate philosophies.
- The interaction of a great variety of ideas and personalities, getting to know more people and know them well; an understanding of and enthusiasm for the comprehensive high school idea.
- As a new teacher, I enjoyed the opportunity to meet other Erie teachers. The interest and enthusiasm demonstrated this week speaks well of Erie teachers.

- Valuable information about the program. Until this week, I had very little idea about how it might function. I feel the inclusion of all three high schools was very good - we should get together more often.

- A better understanding of other teacher's positions and feelings in regard to various educational philosophies and also, I felt I was better able to accept other teachers positions. It also made me feel good to find out that we could work in groups and accomplish a great deal.

- The association with others trying to find answers to the same, important questions. It showed me what the questions are, what must be done to put this project into operation. I also feel closer to the faculty of the other schools - which is very important.

- The sharing of ideas. I feel that this workshop is a good sounding board for all ideas and questions.

- A better understanding of the comprehensive high school. A renewed feeling of encouragement about our fellow workers. An understanding of different systems of education can better be visualized.

Responses to Question 2

- Truly enjoyed the summer. Teachers were involved.

- I feel good about the weeks worked.

- I felt I got a great deal out of the weeks.

- I'm pleased.

- It was great.

- The only limit was myself.

- Maybe a follow-up workshop would have been better. There is so much to do.

- I think it was a summer of very worthwhile work.
- I thought the weeks were well spent and I don't think anything needed to be added to the program (or anything taken away).
- I feel as though I got quite a lot as it was. Good job.
- It were extended.
- I felt that the workshop was handled well. I feel that it accomplished the task of providing basic information to teachers and also the good of receiving considerable "input" from teachers. I feel the format used was practical and workable.

Responses to Question 3

- To continue open communication. This is a paramount or the whole thing will fail. I feel better and I've heard others say the same thing.
- Work on it, communicate with faculty. Have workshops and include as many as feasible.
- Evaluate faculty input and begin refining ideas and integrating problems.
- To continue workshops and to inform all teachers about it and to get teachers fully behind it; to inform the students and the community about it. Then implement it into a working form of education.
- Prepare to get more information to the public and maintain good communication with staff.
- For the committee to go through new ideas presented and classify the suggested ideas.
- Continue with your "open mindedness". I feel it is creating many positive attitudes.
- Work on details of individual schools and educate the public.

- Review the suggestions made in these sessions - get the thoughts and suggestions of students and parents.
- Get the general public and students well informed (good communication) in preparation for what is to come.
- To evaluate carefully all the "input" and come up with some possible solutions and ideas. Keep the faculty in general informed and involved - as well as presenting the proper information and ideas to the students.
- To begin to simplify the program as it can be discussed more specifically by everyone concerned.
- I could indentify myself with program almost immediately.
- That there is a definite need for such a program in Erie.

Responses to Question 4

- Much more receptive than I have felt before.
- That it has some good points and I feel different now than I did prior to this workshop.
- That it may provide a wide variety of educational experiences through which kids can learn and a more open atmosphere in which teachers may choose to teach.
- Good. I think it can be of great value and its overall worth in the future is unlimited.
- A much increased and favorable interest.
- Positive and enthusiastic.
- Very good. I sincerely hope new schools within our schools emerge.
- That the concept itself has a tremendous amount of value but many intricate details need to be established.

- That it is very exciting and worthwhile. I am ready to work with it so I would feel comfortable teaching the way I prefer and knowing my students were comfortable too.
- That it has a long way to go. But the idea is a good one.
- Very good. I'm enthusiastic about working the program. I think staff support is very high right now.
- A good idea which I hope will prove acceptable to all teachers.
- Good, and I feel the program should be adopted.
- Very enthusiastic.
- Good optimistic.
- I could indentify myself with the program almost immediately.
- That there is a definite need for such a program in Erie.

SPRING 1975 INSERVICE
MODEL SCHOOL VISITATION

A six day inservice was held at the Strong Vincent demonstration model in April, 1975 to afford teachers from the satellite schools the opportunity to touch base with the model school program. The inservice included 65 social studies, English, math and science teachers from Academy and East.

Purpose of the inservice was:

- To provide information concerning phase-in programming.
- To provide teachers an opportunity to visit classrooms and observe the "new" curricula.
- To provide teachers with time to "rap" with pilot teachers about the new program.
- To examine new curriculum materials being utilized in the quarter course curriculum.

The inservice operated on half day sessions with two days of inservice per week (four sessions a week).

Evaluation Instruments (Appendix I)

Preference Scale - Five sets of words to express feelings about the program.

Opinionaire - A series of 5 questions that best express opinions (Strongly agree, agree, strongly disagree, disagree)

Questions - Two questions dealing with teaching and program exportability.

I. Subject Area Evaluation - Teachers

English - East/Academy (20)

A. Preference Scale

Word Sets	Positive Responses	Middle Responses	Negative Responses
Simple-Confusing	15	5	0
Necessary-Unnecessary	17	1	2
Interesting-Boring	18	1	1
Useful-Useless	12	5	1
Efficient-Inefficient	13	6	1

B. Opinionaire Results:

	SA	A	SD	D
1. The inservice was time well spent.	5	15	0	0
2. I feel more positive about the new program after the inservice experience.	4	12	0	4
3. Misconceptions I had, have been clarified as a result of the inservice experience.	1	14	2	3
4. I feel the inservice was well thought out and operated.	4	15	0	1
5. I feel further inservicing is necessary.	7	9	1	3

C. Questions	Yes	No	Undecided
1. Do you feel the program should be expanded in your building?	13	3	4
2. Do you want to teach in the new program next year?	14	4	2

Conclusion:

Majority of English teachers felt the inservice was interesting, useful, and necessary. They also felt the inservice was well planned. 16 out of 20 felt that further inservicing was needed; 13 felt that the new program should be expanded in their schools. 14 stated they would definitely like to instruct in the new program.

Social Studies - East/Academy (21)

A. Preference Scale

Word Sets	Positive Responses	Middle Responses	Negative Responses
Simple-Confusing	19	2	0
Necessary-Unnecessary	16	3	2
Interesting-Boring	16	3	1
Useful-Useless	19	2	0
Efficient-Inefficient	17	2	2

B. Opinionaire Results:

	SA	A	SD	D
1. The inservice was time well spent.	7	14	0	0
2. I feel more positive about the new program after the inservice experience.	7	12	0	1
3. Misconceptions, I had, have been clarified as a result of the inservice experience.	4	15	1	0
4. I feel the inservice was well thought out and operated.	3	13	1	2
5. I feel further inservicing is necessary.	8	11	0	1

C. Questions

	Yes	No	Undecided
1. Do you feel the program should be expanded in your building?	18	0	3
2. Do you want to teach in the new program next year?	17	0	4

Conclusion:

Majority of social studies teachers felt the inservice was time well spent, and that it was necessary, useful, interesting, and well operated. Majority felt any misconceptions they had were clarified, and were more positive about the program. They also want to see the new program expanded in their schools. 17 out of 21 want to teach in the new program.

Mathematics - East/Academy (15)

A. Preference Scale

Word Sets	Positive Responses	Middle Responses	Negative Responses
Simple-Confusing	14	1	0
Necessary-Unnecessary	15	0	0
Interesting-Boring	14	1	0
Useful-Useless	14	0	1
Efficient-Inefficient	14	1	0

B. Opinionaire Results:

	SA	A	SD	D
1. The inservice was time well spent.	5	10	0	0
2. I feel more positive about the new program after the inservice experience.	4	10	0	1
3. Misconceptions, I had, have been clarified as a result of the inservice experience.	1	12	0	2
4. I feel the inservice was well thought out and operated.	1	14	0	0
5. I feel further inservicing is necessary.	5	8	0	2

C. Questions:

	Yes	No	Undecided
1. Do you feel the program should be expanded in your building?	14	0	1
2. Do you want to teach in the new program next year?	12	2	1

Conclusion:

Majority of math teachers were very positive in their responses. They felt the inservice was interesting, useful, necessary, and well operated. The overwhelming majority (14 out of 15) wanted to see program expanded to their schools. 12 out of 15 want to teach in the new program next year.

Science - East/Academy (9)

A. Preference Scale

Word Sets	Positive Responses	Middle Responses	Negative Responses
Simple-Confusing	9	0	0
Necessary-Unnecessary	7	1	1
Interesting-Boring	8	1	0
Useful-Useless	8	0	1
Efficient-Inefficient	9	0	0

B. Opinionaire Results:

	SA	A	SD	D
1. The inservice was time well spent.	4	5	0	0
2. I feel more positive about the new program after the inservice experience.	2	7	0	0
3. Misconceptions, I had, have been clarified as a result of the inservice experience.	2	6	0	1
4. I feel the inservice was well thought out and operated.	1	8	0	0
5. I feel further inservicing is necessary.	3	4	0	2

C. Questions

	Yes	No	Undecided
1. Do you feel the program should be expanded in your building?	8	0	1
2. Do you want to teach in the new program next year?	8	1	0

Conclusion:

Science teachers were equally positive in their responses about the inservice. 8 out of 9 felt the program should be expanded in their schools, and an equal number indicated their preference to teach in the new program next year.

II. Individual School Evaluation

Academy - 39 teachers, Total

A. Preference Scale

Word Sets	Positive Responses	Middle Responses	Negative Responses
Simple-Confusing	34	5	0
Necessary-Unnecessary	32	3	4
Interesting-Boring	32	5	2
Useful-Useless	30	6	3
Efficient-Inefficient	30	7	2

B. Opinionaire Results:

	SA	A	SD	D
1. The inservice was time well spent.	12	27	0	0
2. I feel more positive about the new program after the inservice experience.	13	20	0	6
3. Misconceptions, I had, have been clarified as a result of the inservice experience.	6	23	2	8
4. I feel the inservice was well thought out and operated.	7	29	1	2
5. I feel further inservicing is necessary.	14	16	1	8

C. Questions

	Yes	No	Undecided
1. Do you feel the program should be expanded in your building?	30	2	7
2. Do you want to teach in the new program next year?	29	6	4

Conclusions:

The majority of Academy teachers were positive in their reactions to the inservice. The overwhelming majority, 30 out of 39, want the program expanded, and 29 out of 39, want to teach the new program.

East - 26 teachers, Total

A. Preference Scale

Word Sets	Positive Responses	Middle Responses	Negative Responses
Simple-Confusing	22	4	0
Necessary-Unnecessary	22	3	1
Interesting-Boring	23	2	1
Useful-Useless	25	1	0
Efficient-Inefficient	23	2	1

B. Opinionaire Results

	SA	A	SD	D
1. The inservice was time well spent.	8	18	0	0
2. I feel more positive about the new program after the inservice experience.	7	17	0	2
3. Misconceptions, I had, have been clarified by the inservice experience.	2	22	1	1
4. I feel the inservice was well thought out and operated.	3	22	0	1
5. I feel further inservicing is necessary.	9	17	0	0

C. Questions

	Yes	No	Undecided
1. Do you feel the program should be expanded in your building?	23	1	2
2. Do you want to teach in the new program next year?	23	1	2

Conclusions

The vast majority of East teachers, like Academy, responded to the inservice in a very positive manner. They felt it was a meaningful experience and time well spent. They indicated an openness to change, and expressed their feelings that the new program should be expanded to their school (23 out of 26) 23 out of 26 also want to teach in the new program.

III. Overall Evaluation and Summary

East/Academy, Total 65 teachers

A. Preference Scale

Word Sets	Positive Responses	Middle Responses	Negative Responses
Simple - Confusing	56	9	0
Necessary-Unnecessary	54	6	5
Interesting-Boring	55	7	3
Useful-Useless	57	6	2
Efficient-Inefficient	53	8	4

B. Opinionaire Results

	SA	A	SD	D
1. The inservice was time well spent	20	45	0	0
2. I feel more positive about the new program after the inservice experience.	20	37	0	8
3. Misconceptions, I had, have been clarified as a result of the inservice experience.	8	45	3	9
4. I feel the inservice was well thought out and operated.	10	51	1	3
5. I feel further inservicing is necessary.	23	33	1	8

C. Questions

	Yes	No	Undecided
1. Do you feel the program should be expanded in your building ?	53	3	9
2. Do you want to teach in the new program next year?	52	7	6

Conclusion:

The spring of 1975 inservice visitation proved highly successful. The overwhelming majority of teachers responded in a positive manner to every item evaluated. Teachers gained information about the program viewing it in operation. Attitudinaly there remains little doubt that Erie teachers both desire and see the need for change. They view the new program in a favorable manner. 51 out of 65 teachers (78%) wanted to see the new program expanded to their schools, and an equal number also want to teach in the new program. Erie high school teachers are ready and willing for change to occur.

Teacher comments.

> "This is the first time I have been out of my building in 28 years."
>
> " I hope this type of thing (inservice) will continue. We need to share ideas."
>
> " New programs need new ways of doing things."

CURRICULUM DESIGNS

Problem Elements (Needs)

- Courses lacking relevancy
- Proliferation year-long courses

Objective #3

Given three months (March - May 1974) the High School Task Force will design a curriculum of quarter course offerings to be used as part of the curriculum revision and improvement of the comprehensive high school instructional program.

Method of Evaluation #3

The developed curriculum designs by members of the High School Task Force in the areas of English/language arts, social studies, science, math, fine arts, vocational education/industrial arts, foreign languages, and special education were submitted to the project director (Sam Cianflocco) by June 15, 1974. The developed objectives and procedures were used as part of the curriculum revision and improvement of the comprehensive high school instructional program 1974-75.

High School Task Force
Curriculum Designs

Discipline	Submitted to Project Director (completed)
English	June 14, 1974
Social Studies	June 7, 1974
Science	May 31, 1974
Mathematics	May 29, 1974
Fine Arts	June 3, 1974
Voc. Education	May 31, 1974
Foreign Lang.	June 7, 1974
Spec. Education	June 14, 1974

Summary

*Curriculum designs became the "blueprint" for the revision of the high school program in Erie (Pa.) All curriculum designs were delivered to the project director by June 15, 1974. The developed objectives and procedures of the curriculum designs were used as part of the curriculum revision and improvement of the 1974-75 comprehensive high school instructional program.

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* The 9 completed curriculum designs can be found in Part V , Section 11 of this Report.

QUARTER COURSE GUIDES

Problem Elements (Needs)

- Courses lacking relevancy
- Outmoded teaching materials

Objective #4

Given two months (June and July 1974) comprehensive high school teachers will develop curriculum guides consistent with curriculum designs (action plans) developed by the High School Task Force. The staff will be presented opportunities to develop objectives and procedures consistent with the school philosophy.

Method of Evaluation #4

The developed quarter-course curriculum guides (122) with concentration in English, social studies, math, and science and consistent with curriculum designs developed by the High School Task Force were submitted to the project director by September 1, 1974. The developed objectives and procedures were implemented as part of the project during 1974-75.

Developed Quarter Course Guides - New

A. English Total 28

(Quarter Courses)

Use of the Library
Study Skill Techniques
A Brief History of the English Language
Initial Related Grammar and Composition

Grammar/Composition Courses

Some How's and Why's of Language
Techniques for Writing a Research Paper
Imagination with Words I, II
Advanced Composition
Beat the College Boards
Forms in English
History of the English Language

Literature Courses

About Worlds to Come
Short Fiction: America's Contribution to Literature
Drama of Today
Satire
Impressions and Opinions
Poetry of Today
Shakespeare As A Writer
A Separate Peace and Alternative Novels

Media Courses

Using Speech Effectively I, II
As the World Moves
Introduction to Photography (1st Semester)
What Is A Film?
Play Production (Drama Practicum)

Related Areas Courses

Developing Reading Skills (1 year)
Reading As You Will

B. Social Studies Total 44

(Quarter Courses)

American Studies

Early Exploration to 1789
Constitution to Reconstruction
World Power Through WWII
Cold War Through the Present

World Studies

The Ancient World
China
Comparative Political Systems
Russia
The 20th Century
Japan
Middle Ages
Africa
Renaissance, Reformation and Absolutism
Middle East
India - Pakistan
Latin America
Classical World

Electives

World War II
Comparative Economic Systems
Consumer Economics
Youth and the Law
American Government
Man and His Environment
Introduction to Anthropology
Media and Its Influence
American Woman
Protest, Dissent and Reform
U.S. Economy

Modern Europe Since WWII
Economic and Political Geography
People Who Changed the World
Current Issues (U.S.)
Picks, Lariats and Barbed Wire
World War I
U.S. Constitution
Civil War
Introduction to Psychology
Comparative Religions
Sociology I, II, III
American Minorities

Year Program (Ninth Grade Quarters)

The Individual and His Government
Human Origins
See America First
Who Did It: Biographies

C. Mathematics Total 27

Upper Level
(Semester Courses)

Algebra I - Honors

Algebra II - Regular

- Geometry - Honors
- Geometry - Regular
- Algebra II
- Algebra II & Trigonometry
- Trigonometry
- Elementary Functions
- Probability
- Advanced Algebra

General
(Quarter Courses)

- Basic Computations
- Math of Science
- Sampling and Statistics
- Math Lab Usage
- Units of Measure
- Consumer Math
- Basic Probability of Games
- Insurance and Retirement
- Math of Investments
- Shop Math
- Taxes
- Right Triangle Trigonometry
- Introduction to Algebra
- Math of Operating a Home
- Informal Geometry
- Computational Tools
- Home Building Math

D. Science Total 21

(Quarter Courses)

Biology

Foundations in Biology
Botany
Biology of the Vertebrates
The World of Insects
Microbiology
Human Enbryology and Inheritance

Environmental Science

Fresh Water Ecology
Environmental Pollution (1 semester)
Terrestrial and Soil Ecology
Introduction to Environmental Science
Understanding of an Ecology System (1 semester)

Earth & Space

Geology - Rocks & Minerals
Astronomy
Meteorology
Weathering and Erosion
Astronautics
Topography
Glaciation and Hydrology
Oceanography
Earth History
Land Forms

E. Fine Arts Total 6

(Quarter Courses)

Art Appreciation Level I
Art Appreciation Level II

Related Arts

Related Arts Level I
Related Arts Level II

Music

Music Appreciation Level I
Music Appreciation Level II

F. Foreign Language Total 5

Spanish I (1 year)
French I, II, III, IV (1 year)

G. Health Total 5

(Quarter Courses)

First Aid
Drug Education
Marriage and Family Living
Dental Education
Health Careers

H. Industrial Arts Total 4

(Quarter Courses)

Plastic Technology
Introduction to the Building and Construction Industry
Fundamentals of Offset Printing (Semester Course)
Screen Process Printing

TABLE 17

Developed Quarter Course Curriculum Guides

(A Summary)

Discipline	Total Quarter	Total Semester	Total New	Date of Completion
English	27	1 year	28	8/29/74
Social Studies	44	0	44	8/26/74
Mathematics	17	10	27	8/22/74
Science	19	2	21	8/22/74
Fine Arts	6	0	6	8/19/74
Foreign Language		5	5	8/16/74
Health	5	0	5	8/30/74
Industrial Arts	4	0	4	8/30/74
Totals	122	18	140	

Inspection of data in Table 17 indicates an increase of 140 new courses developed for project students; all curriculum guides were delivered to the project director by September 1, 1974.

The developed objectives and procedures were implemented as part of the Strong Vincent project in 1974-75.

LEARNING ENVIRONMENT

Problem Elements (Needs)

- Outdated school buildings - poor learning environment
- Rigid learning environment

Objective #5

Given one year (1974-75) guidelines for housing the learning program (learning suites) and renovation of traditional grade 10-12 senior high schools to the grade 9-12 comprehensive high school concept will be established to improve the learning opportunities for students.

Method of Evaluation #5

The developed model school floor plans (learning suites) and alteration projects to improve the learning opportunities for students at East and Academy High Schools were implemented as part of the project during the 1974-75 school year. This change is demonstrated by showing floor plans of the demonstration model and details (outline specifications) of the alteration projects (8 million dollar bond issue).

ADDITIONS & ALTERATIONS
TO
ACADEMY HIGH SCHOOL
EAST HIGH SCHOOL
FOR
THE SCHOOL DISTRICT OF THE CITY OF ERIE, PA.

* (OUTLINE SPECIFICATIONS)
JANUARY 28, 1974

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* Outline specifications prepared by the architectural firm of Rea, Hayes, Large & Suckling

ACADEMY HIGH SCHOOL

1. Locker Room Addition

- Foundations - Reinforced concrete caissons and grade beams, concrete block walls.
- Structure - Type II fire-resistive. Steel frame construction. Floors - 4" reinforced concrete slab on 4" gravel fill at on grade 2-1/2"concrete slab on metal deck and bar joists at Crawle Space. Roof - 20 year built-up composition roof, 1" formboard - 2" gypsum deck, 1-1/2" insulation with bulb-tees on steel beams.
- Exterior Walls - 4" face brick with 8" concrete block backup. Anodized aluminum doors and frames, limestone cornice, stainless steel gravel stop and fascia.
- Interior Partitions - Concrete block with ceramic tile wainscot, epoxy painted block above.
- Finish Flooring - Ceramic tile in wet areas, VAT elsewhere.
- Ceiling - Plaster and exposed.
- Miscellaneous - Metal lockers, wood benches, laminated plastic interior doors and metal frames, floor-mounted, baked enamel toilet partitions, wood casework at Concession stand, hairdryers at Locker Rooms.

2. Alteration

Finish Flooring

- Corridors and Teachers' Rooms - Nylon Antron II anti-static carpet laid over existing wood floors.
- Toilet Rooms, Janitor's Closets and Locker Rooms - Remove existing ceramic tile and replace with new ceramic tile flooring.
- Renovated Science Classroom, Art Classroom, Math Classrooms, Health Suite, related spaces - New VAT flooring on underlayment over existing floor (wood).

- Base - Ceramic tile at ceramic tile floors, vinyl base at VAT and carpet floors.

Partitions

- New Partitions:
- Ground Floor - Plaster on concrete block
  Other Floors - Metal studs, lath and plaster.
- Patch existing partitions - Match adjacent surface
- Corridors - Epoxy paint existing plaster walls
- Toilet Rooms and Locker Rooms - Ceramic tile wainscot and epoxy painted plaster over plaster and ceramic partitions.
- Science, Art and Math Classrooms, Health Suite, Teachers' Rooms and Janitor's Closets - Patch existing plaster as required and paint.

3. Ceilings:

- Corridors, Renovated Classrooms, Health Suite, Toilet Rooms and Teachers' Rooms - New lay-in acoustic tile suspended below existing plaster ceiling.
- Locker Rooms and Janitor's Closet - Repair existing plaster ceiling as required and paint.
- Pool - Remove existing metal ceiling and replace with metal acoustic panel ceiling.

4. Miscellaneous:

- Doors:
  New Openings - Hollow metal frames and laminated plastic doors
  Pool - New aluminum entrances.
  Replace other doors as required.

- Locker Rooms - New steel lockers, wood benches and hairdryers.
- Toilet and Shower Partitions - Floor-mounted baked enamel steel. Paper holders, soap dispensers, paper towel cabinets and sanitary napkin dispensers not in contract.
- Renovated Classrooms, Health Suite and related spaces - Metal chalkboard and cork tackboard with aluminum trim, casework as shown on layouts.
- Janitor's Closets - Wood shelf with hook strip.

5. Plumbing:

- Replace all plumbing fixtures except at Kitchen with first quality wall-hung type except at small toilet rooms use floor-mounted water closets.
- Replace all service sinks with terrazzo floor receptors.
- Replace all drinking fountains with electric water coolers.
- Replace pool water circulating equipment as required.
- Provide new plumbing services for Science, Art, Health Casework.

6. Heating and Ventilating:

- Replace and revise supply and exhaust ventilation system for pool, wrestling gym, boys gym, girls gym and new locker rooms as required.
- Provide new exhaust ventilation for toilet rooms, teachers' rooms, and girls locker room.
- Provide new exhaust ventilation for Science and Art Classrooms per code.

7. Electrical:

- Stairs, Corridors and Pool - New fluorescent lighting.
- Science, Art and Math Classrooms, Health Suite, Locker Rooms and related spaces - New lighting and power.
- New smoke and fire detection throughout the building.
- New vandal detection system.
- Pool - mercury vapor lights.

Academy High School	Cost
New Locker Room & Concession Stand Addition	$ 390,500.00
General Construction - Existing Building	$ 637,540.00
Heating, Ventilation, Air Conditioning - Existing Building	$ 324,300.00
Plumbing - Existing Building	$ 249,650.00
Electrical - Existing Building	$ 404,650.00
Total	$ 2,006,640.00

EAST HIGH SCHOOL

1. Finish Flooring

- Corridors and Teachers' Rooms - Nylon Antron II anti-static carpet laid over existing wood floor.
- Toilet Rooms, Janitor's Closets, Pool and Locker Rooms - Remove existing ceramic tile and replace with new ceramic tile flooring.
- Renovated Science Classrooms and related spaces - New VAT flooring on underlayment over existing wood floors.
- Wrestling - Remove existing floor and replace with new hardwood flooring.
- Base - Ceramic tile at ceramic tile floor, vinyl at carpet and VAT floors.

2. Partitions:

- New Partitions:

  Ground Floor - Concrete block with plaster
  Upper Floors - Metal studs, lath and plaster
- Patch existing partitions - Match adjacent surface
- Corridors - Epoxy paint existing plaster walls
- Toilet Rooms and Pool Locker Rooms - Ceramic tile wainscot and epoxy painted plaster above over existing plaster and ceramic partitions.
- Science Classrooms and Teachers' Rooms and Janitor's Closets - Patch existing plaster walls as required and paint.
- Pool - Patch existing walls as required, clean and epoxy paint full height.

3. Ceilings:

   - Corridors, Science Classrooms, Toilet Rooms and Teachers' Rooms - New lay-in acoustic tile ceiling suspended below existing plaster ceiling.

   - Locker Rooms and Janitor's Closet - Repair existing plaster as required and epoxy paint.

   - Pool - Remove existing ceiling and replace with metal acoustic panel ceiling.

4. Miscellaneous:

   - Doors:
     (1) New openings - Hollow metal frames and laminated plastic doors
     (2) Pool - New aluminum entrances
     (3) Replace other doors as required

   - Pool lockers - New steel lockers, wood benches and hairdryers

   - Toilet and Shower Partitions - Floor mounted baked enameled steel. Paper holders, soap dispensers, paper towel cabinets and sanitary napkin dispensers not in contract.

   - Science Classrooms - Metal chalkboard and cork tackboards and aluminum trim. Casework as shown in layouts.

   - Janitor's Closet - Wood shelf and hook strip.

5. Plumbing:

   - Replace all plumbing fixtures except at Kitchen and new boys gym locker room with first quality wall-hung type except at small toilet rooms use floor-mounted water closets.

   - Replace all service sinks with terrazzo floor receptors.

   - Replace all drinking fountains with electric water coolers.

- Revise pool chlorine storage area as required to meet codes.
- New storm drainage at former coal bunker.
- Replace domestic water heater, storage tanks and controls.
- Provide new floor drains at Greenhouse and plumbing services for new Science Equipment.

6. Heating and Ventilating

- Replace and revise supply and exhaust ventilation systems for pool and pool locker rooms and boys gymnasium.
- Provide new exhaust ventilation for Toilet Rooms and Teachers' Rooms.
- Provide new exhaust ventilation for renovated Science Classrooms per code.

7. Electrical

- Cafeteria, Corridors, Locker Rooms, Toilet Rooms, Teachers' Rooms and Janitor's Closets - New fluorescent lighting.
- Science Classrooms and Locker Rooms - New lighting and power.
- New smoke and fire detection system throughout the building.
- New vandal detection system for the building.

East High School	Cost
General Construction	$ 446,003.00
Heating and Ventilation Construction	$ 272,900.00
Electrical	$ 263,900.00
Plumbing Construction	$ 181,100.00
Total	$ 1,163,903.00

PROGRAM EXPORTABILITY

Problem Element (Needs)

- Rigid learning environment

Objective #6

Given one year (September 1974 to June 1975) the learning program of the comprehensive high school renewal site consisting of quarter courses will be exported to similar schools in the district (East and Academy).

Method of Evaluation #6

The learning program of the comprehensive high school renewal site consisting of quarter courses and student choice was exported to East and Academy high schools. This is demonstrated by showing the increase in the number of quarter courses in English, social studies, math, and science to be offered at East and Academy during the 1975-76 school year when compared to 1974-75 school year.

Academy High School
Comparison 1974-75 with 1975-76 (Increase)

1974-75 (New)	1975-76	Change (Increase)
Social Studies	Social Studies	
Grade 9 - Quarter Courses . See America First - 3 classes . Who Did It (Biographies) - 3 classes . Man and His Culture - 3 classes . The Individual and His Government - 3 classes	Grade 9 (Total Implementation) Quarter Courses . See America. First -12 classes . Who Did It (Biographies) -12 classes . Man and His Culture - 12 classes . The Individual and His Government - 12 classes	Total implementation. 12 classes in 1974-75 compared with 48 in 1975-76, an increase of 36 classes.
(Teachers: Hayes, Karznia, Kazinski)	Grade 10 - 12 (Cross-Graded) (Quarter Courses)	
	. American Government . Current Issues . Cold War Through the Present . China . Consumer Economics . Current Issues . Early Exploration Through 1789 . Protest, Dissent and Reform . American Woman	. American Government . Current Issues . Cold War Through the Present . China . Consumer Economics . Current Issues . Early Exploration Through 1789 . Protest, Dissent and Reform . American Woman

1974-75	1975-76	Change (Increase)
Social Studies	Social Studies	Social Studies
	. Ancient World	. Ancient World
	. Youth and the Law	. Youth and the Law
	. Middle Ages	. Middle Ages
	. Constitution through Reconstruction	. Constitution through Reconstruction
	. Russia	. Russia
	. American Government	. American Government
	. Economic Principles	. Economic Principles
	. Reconstruction through World Power	. Reconstruction through World Power
	. India and Pakistan	. India and Pakistan
	. U.S. Constitution	. U.S. Constitution
	. Media and Its Influence	. Media and Its Influence
	. 20th Century Europe	. 20th Century Europe
	. World Power Through WWII	. World Power Through WWII
		Increase 36 classes - Grade 9. Increase 22 new quarters, social studies.

1974-75	1975-76	Change (Increase)
English	English	English
Grade 9	Grade 9	Grade 9
. Literary (Fiction, Non Fiction, Poetry, Drama) - 2 classes . Study Skills/Library (Grammar & Composition) 2 classes	. Literary (Fiction, Non Fiction, Poetry, Drama) -12 classes . Study Skills/Library (Grammar & Composition) 12 classes	Total implementation. 4 classes in 1974-75 compared with 24 in 1975-76, an increase of 20 classes.
(Teachers: Musarra, Christenson)		
	Grades 10-12 (Cross-Graded)	
	Grammar & Composition	
	. Some How's and Why's of Language . Imagination with Words I, II . Advanced Composition I, II . Techniques for Writing A Research Paper . Beat the College Boards	. Some How's and Why's of Language . Imagination with Words I, II . Advanced Composition I, II . Techniques for Writing A Research Paper . Beat the College Boards
	Literature	
	. Impressions & Opinions . About Worlds to Come? . Short Fiction: America's Contribution to Literature	. Impressions & Opinions . About Worlds to Come? . Short Fiction: America's Contribution to Literature

1974-75	1975-76	Change (Increase)
English	English	English
	. Satire	. Satire
	. Poetry for Today	. Poetry for Today
	. A Survey of Shakespeare Tragedy	. A Survey of Shakespeare Tragedy
	. Literature of the Supernatural	. Literature of the Supernatural
	Media	
	. As the World Moves	. As the World Moves
	. What Is A Film?	. What Is A Film?
	. Using Speech Effectively I, II	. Using Speech Effectively I, II
	. Photography	. Photography
	. Reading Lab	. Reading Lab
		Increase 20 classes - Grade 9. Increase 17 new quarters, English

1974-75	1975-76	Change (Increase)
Mathematics Grades 9-10 - Quarter Courses . Basic Computation-1 class . Sampling and Probability - 1 class . Statistics (Teachers: M. Niebauer, N. Niebauer)	Mathematics Grades 9-10 - Quarter Courses . Basic Computations . Sampling and Probability . Statistics . Money Management . Consumer Math . Math Lab Usage . General Math . Algebra	Mathematics . Money Management . Consumer Math . Math Lab Usage . General Math . Algebra
		Increase 5 new quarters, Mathematics

1974-75	1975-76	Change (Increase)
Science	Science	Science
Grade 9 (Earth & Space Science)	Grade 9 (Earth & Space Science)	
Quarter Courses	Quarter Courses	
. Rocks & Minerals - 3 classes	. Astronomy	
. Astronomy - 1 class	. Meteorology	
. Meteorology - 1 class	. Weathering & Erosion	
. Weathering & Erosion - 1 class		
. Oceanography - 1 class	. Oceanography	
. Earth History - 1 class	. Earth History	
. Topography - 1 class	. Topography	
	. Climatology	. Climatology
	. Palentology	. Palentology
(Teachers: Gubish, Gigliotti, Zewe)	. Glaciology	. Glaciology
	Life Science	
	. Nature of Life & the cell	. Nature of Life & the Cell
	. two electives	. Two electives
		Increase 6 new quarters, Science

1974-75	1975-76	Change (increase)
Industrial Arts Grades 10-12 (Cross-Graded) . Offset Printing - 1 class . Bookbinding - 1 class . Plastics Technology- 1 class . Star Publication (Teacher: Scott)	Industrial Arts Grades 10-12 (Cross Graded) . Offset Printing . Bookbinding . Star Publication . Plastics Technology . Graphic Arts . Power Mechanics . Welding . Photography . Silk Screening	Industrial Arts . Graphic Arts . Power Mechanics . Welding . Photography . Silk Screening
		Increase 5 new quarters, Industrial Arts

EAST HIGH SCHOOL

Comparison 1974-75 with 1975-76 (Increase)

1974-75	1975-76	Change (Increase)
Social Studies	Social Studies	Social Studies
	Grade 10 - Quarter Courses	
	. Ancient World	. Ancient World
	. Renaissance, Reformation and Absolutism	. Renaissance, Reformation and Absolutism
	. Japan	. Japan
	. Russia	. Russia
	. People Who Changed the World	. People Who Changed the World
	. Modern Europe Since WW II	. Modern Europe Since WW II
	. Comparative Religions	. Comparative Religions
	. World War II	. World War II
	. Middle East	. Middle East
	. Middle Ages	. Middle Ages
	. Classical World	. Classical World
Grade 11 - 4th Quarter	Grade 11-12 (Cross-Graded) Quarter Courses	
. Cold War Through Present	. United States Economy	. United States Economy
. World War II	. Comparative Political Systems	. Comparative Political Systems
. Sociology		
. Roaring Twenties		
(Teachers: Drew, Kaufman and Cuzzola)		

1974-75	1975-76	Change (Increase)
Social Studies	Social Studies	Social Studies
3rd Quarter		
. Youth and the Law . The American Woman . Media and Its Influences	. Youth and the Law . The American Woman . Media and Its Influences	
4th Quarter		
. Introduction to Psychology . Consumer Economics . Current Issues	. Introduction to Psychology . Consumer Economics . Current Issues	
(Teachers: Stinely, Kent and Masiroff)	. The Civil War . World War I . American Government . Consumer Economics . Protest, Dissent and Reform . U.S. Constitution . Presidential Election of 1976 . American Minorities . Picks, Lariats & Barbed Wire . World Power Through WW II . Sociology II . Constitution to Reconstruction	. The Civil War . World War I . American Government . Consumer Economics . Protest, Dissent & Reform . U.S. Constitution . Presidential Election of 1976 . American Minorities . Picks, Lariats & Barbed Wire . World Power Through WW II . Sociology II . Constitution to Reconstruction
		Increase 25 new quarters, Social Studies

1974-75	1975-76	Change (Increase)
English	English	English
	Grades 11-12 (Cross-Graded) Quarter Courses	
	. The Research Paper	. The Research Paper
	. Mysticism & the Occult	. Mysticism & the Occult
	. Constructing Your Own Philosophy	. Constructing Your Own Philosophy
	. Today's Essays	. Today's Essays
	. Age of Sophocles	. Age of Sophocles
	. Lyric Poetry	. Lyric Poetry
	. Man & Humanity	. Man & Humanity
	. The Short Story	. The Short Story
	. Modern Drama	. Modern Drama
	. The Film	. The Film
	. The Human Experience	. The Human Experience
	. Shakespeare	. Shakespeare
	. Composition I, II	. Composition I, II
	. Impressions & Opinions	. Impressions & Opinions
	. Imagination with Words	. Imagination with Words
		Increase 15 new quarters - English

1974-75	1975-76	Change (Increase)
Mathematics Grade 9 - Quarter Courses Grade 9 . General Math . Introduction to Algebra . Informal Geometry Grade 10 . General Math . Home Building Math (Teachers: DeMarco, Panighetti)	Mathematics Grade 9-10 (Cross-Graded) Quarter Courses . Home Building Math . Informal Geometry . Introduction to Algebra . Math in Science . Operating a Home . Right Triangle Trig. . Basic Computations . Taxes . Consumer Math . Units of Measure	Mathematics . Math in Science . Operating a Home . Right Triangle Trig. . Basic Computations . Taxes . Consumer Math . Units of Measure
		Increase 7 new quarters - Mathematics

1974-75	1975-76	Change (Increase)
Science	Science Grade 9 - Quarter Courses . Rocks & Minerals . Earth History . Topography . Meteorology . The Universe & Solar System . Oceanography	Science . Rocks & Minerals . Earth History . Topography . Meteorology . The Universe & Solar System . Oceanography
Grade 10 Biology 1st Semester . Foundations of Biology 3rd Quarter . Human Anatomy & Physiology . Botany . The World of Insects . Human Embryology & Inheritance 4th Quarter . Animals without Backbones . Microbiology . Biology of the Vertebrates (Teachers: Bannister, Verga, Grugin, Verga, Morosky)	Grade 10 Biology - Quarter Courses . Foundations of Biology (1 sem.) . Botany . Animals Without Backbones . Biology of the Vertebrates . Human Anatomy & Physiology . The World of Insects . Microbiology . Human Enbryology & Inheritance	

1974-75	1975-76	Change (Increase)
Science Grades 11-12 1st Quarter . Fresh Water Ecology 2nd & 3rd Quarter . Environmental Pollution 4th Quarter . Soil & Terrestrial Ecology (Teachers: Grugin, Morosky)	Science Grades 11-12 . Fresh Water Ecology . Environmental Pollution . Soil & Terrestrial Ecology	Science
		Increase 6 new quarters, Science

SUMMARY

Academy High School

At Academy High School, the program developed by the High School Task Force, and tested at the Strong Vincent model, was implemented in planned phases during 1974-75. Eleven pilot teachers facilitated the new program. An examination of data reveals a significant increase in the number of quarter courses taught in science, social studies, and English during 1974-75.

When comparing 1974-75 with 1975-76, a marked increase was noted in the following areas:

. Social Studies -	Total 9th grade implementation with an increase of 36 classes. 22 new quarter courses.
. English -	Total 9th grade implementation with an increase of 20 classes. In addition, 17 new quarter courses to be taught.
. Mathematics -	5 new quarter courses.
. Industrial Arts -	5 new quarter courses.
. Science -	6 new quarter courses.

East High School 1974-75

East High School in 1974-75, received planned parts of the program including curriculum revision and student choice of quarter courses. Fourteen teachers participated in exporting the program of quarter courses from the Strong Vincent demonstration model to East.

A significant increase was noted in the number of quarter courses taught in social studies, science and mathematics during 1974-75.

When comparing 1974-75 with 1975-76, a marked increase was noted in the following areas:

- Social studies - 25 new quarter courses
- English - 15 new quarter courses
- Mathematics - 7 new quarter courses
- Science - 6 new quarter courses

Part VII

SUMMARY AND CONCLUSIONS

Elements of the evaluative criteria reported in this document indicates quite clearly that a comprehensive high school renewal site with a varied curriculum of quarter course offerings is "alive and well" in the Erie public school system. Problem elements (needs) have been reflected in the objectives, and, in a similar way, objectives to evaluative criteria. The unsatisfactory learning conditions have been significantly reduced as a result of the project.

Courses Lacking Relevancy - A total of 10 new curriculum designs have been developed to improve the comprehensive high school instructional program. Total implementation occured in English, social studies, mathematics, and science. Other designs completed, with limited implementation, include foreign language, vocational education, health and family life, physical education, fine arts, and special education. A total of 122 newly developed quarter course curriculum guides with concentration in English, social studies, mathematics and science were implemented as part of the project.

Education Without Choice - The Strong Vincent Comprehensive High School Renewal Site with 9-12 grade organization was established as a demonstration model with curriculum revision, quarter course offerings and student choice. Over 70 new quarter choices were made by more than 1,000 students in grades 9-12. Cross gradedness has also made a wide range of courses possible. Teachers, in evaluating the new program of choice, found it to be successful, important, and useful to the educational enterprise. Parents felt that they, as well as their children, had enough choice in the type of education being received.

Proliferation Year Long Courses - The basic plan/structure of all curriculum designs was that of quarter course offerings, and student choice. The number of year-long courses have been reduced substantially, with the advanced placement program remaining intact (history, biology, and English). When asked their preference, only 11% of the Strong Vincent students surveyed preferred the traditional year-long program. Teachers generally felt that both their new subject areas and the overall phase-in during the first year was meaningful, useful, important, and good. Of teachers in the new program only two wished to return to the traditional year-long program. All felt they would not want to return to the regular program. Parents felt their children were learning more this year under the quarter course system. There was also a marked increase in the number of quarter courses in social studies, English, mathematics and science exported to East and Academy satellites.

Outmoded Teaching Materials/Media - Preservice and inservice meetings and workshops improved the quality and effectiveness of professional personnel in the use of new teaching materials and media. The development of 122 quarter course curriculum guides necessitated the purchase of over $114,000.00 dollars of new curriculum materials for use at Strong Vincent, East, and Academy. Materials have been under constant review and evaluation by teachers. The result has been that outmoded material has been removed from instructional areas. The majority of teachers have fully utilized new materials purchased.

Rigid Learning Environment - Guidelines (floor plans) for housing the learning program at Strong Vincent have been established to improve the learning opportunities for students. Renovations and alterations have been planned at Academy and East High Schools at a cost of $3,170,543.00. This will bring traditional grade 10-12 senior high school physical plants closer to the grades 9-12 comprehensive high school concept. The learning program of the Strong Vincent Comprehensive High School Renewal Site consisting of quarter courses and student choice have been exported to East and Academy. This is the first stage of the tie-up of program and housing to advance the educational enterprise.

Neglect of Affective Learnings - The developed curriculum designs in English, social studies, science, mathematics fine arts, vocational education, foreign language, physical education - health, and special education contain learning designs which have been organized to meet the general learning objectives defined as autonomy and effectiveness. Recognizing that individuals do not all learn at the same pace,the model school has been made a more enjoyable place to be, and one which has engendered a more interpersonal environment. Strong Vincent has to some extent personalized learning, stressing the learning of the student as well as the teaching of the teacher. Cross-gradedness has been used to better meet the needs and interests of learners, as well as offering wider student choice of courses. Current curriculum materials/media also contain new strategies for affective learnings.

Lack of Priorities for Teaching of Skills - Curriculum designs and quarter course curriculum offerings have been used to develop basic skills in each of the major disciplines (English, social studies, mathematics, science). Skills have been stressed in all subject areas through the grade 9-12 configuration. The comprehensive high school has a learning program seeking balance in the three principle learning domains, cognitive, affective and psychomotor. In the cognitive domain curriculum designs (10), and curriculum guides (122), include facts, classifications of information, thinking processes, inquiry techniques, and analysis of data. Preservice and inservice meetings and workshops have improved the quality and effectiveness of professional personnel in learning design and curriculum.

Quarter Course Offerings - Like most new innovations, quarter-courses were designed to solve an educational problem. Based on the available literature and with those engaged in quarter-courses, the problem in this case seems to be the cry for "relevance" in the curriculum. Quarter courses are seen as a way to offer subject matter that is interesting and educationally sound to both students and teachers.

As quarter-courses have been instituted in Erie, administrators, students, parents, and teachers have found that, in addition to increasing the relevance of course offerings, quarter-courses open new dimensions for the curriculum. Students have discovered they have much more freedom of choice even when certain courses are required. Students have also discovered more challenges in the opportunity for more sophisticated study of subjects. Teachers, too, have found that since their students choose their courses, they are much more likely to become deeply involved and interested in them.

Teachers have found that quarter-courses have advantages they had not originally anticipated. From the beginning, they have had the opportunity to teach subjects they really know well or in which they are especially interested. Because of the depth and sophistication of instruction, teachers are having the opportunity for more out-of-class student contacts and more personal conversations within class. In addition, rather than teaching the same students for the entire year, teachers have had new students every nine weeks thus getting to know more students than before.

Students have discovered some important benefits. They have studied with many different teachers; repeat only a quarters work, not a full year's, if they fail a course; and have chosen work in areas where they need specialized help in developing skills.

The curriculum built of quarter courses has been far broader than the traditional curriculum. It has not been unusual for a single department, English or social studies for example, to offer as many as 45 quarters, compared with seven or eight from the "Carnegie Unit". Students have been given a great deal of freedom to choose from this wide range of offerings.

Quarter courses have lent themselves to certain subject matter areas more readily than to others. They are most popular in English and the social studies, which encompass several diverse disciplines, and are less so in areas such as science, which do not. Although science is as complex and multifaceted a subject area as either English or the social studies, it tends to be more sequential, building on a disciplinary base such as biology, chemistry or physics.

Quarter courses have offered a number of positive advantages that are both cognitive and affective in nature. In the cognitive realm students have had the opportunity to study a greater number of subjects in greater depth. A wide range of quarter courses have offered the opportunity for challenging, in-depth study of a particular subject. In areas where it is felt that there must be a common core, quarter courses have been used for enrichment. In either case, the curriculum has offered more challenge and opportunity for sophisticated study.

In the affective domain choice is a key word. Students have generally had the opportunity to choose at least four separate courses in which they are interested each year. Students have been able to choose what they really need or want to know and omit that which is unnecessary. This has been a natural selection process, and healthy for the curriculum. Student have literally voted for curriculum development when they have made their choices. Subjects which become irrelevant or outmoded have been revised or discarded. Basic skills have been taught in the required quarters as well as in those subjects which remain.

The Strong Vincent student survey on choice-of-program for 1975-76, revealed that 88% preferred the new quarter course program as compared to the traditional year-long courses.

Staff Development - Parallel with the development of the comprehensive high school renewal site was preservice and inservice professional education. For staff development and program implementation to occur, it was paramount to train operationally staff members engaged in the new quarter course system. A total of over 1470 teachers were taken through five major meetings and workshops. All focused on the new comprehensive high school.

Professional education started in late July of 1973 with a team of educational consultants from Case Western University, who provided a forum for high school teachers to produce data useful for the High School Task Force. Staff development culminated with the April 1975 model school visitation by some 65 teachers from the satellite high schools. In between were the 1974 winter meeting which established operational procedures for members of the task force, summer of '74 workshop which produced 120 quarter course curriculum guides, and the fall 1974 system-wide meeting which focused on the new comprehensive high school curriculum of quarter courses.

Limitations (Disadvantages) - Scheduling of quarter courses proved to be a problem due to the "block" six-period day employed by the entire school district. Computer assistance will in the future be helpful. Schools report success with 85 to 90% of students computer scheduled the first time through. For Erie it will mean a greater selection and choice of courses for students.

Valid achievement testing was not available from the Erie School District Learner Services Department (data services). Here too, traditional comparisons of achievement performance may not be valid because of the two curricula (quarter course/year long) do not contain identical content. Moreover there are other significant questions that need to be answered before meaningful curriculum comparisons can be made.

Teachers. A limited number of teachers have tried to compress too much into a quarter course. This is overcome by closer examination of curriculum guide strategies, and proper perusal and evaluation of curriculum materials.

Counselors. Of all the educators involved in the renewal site project, some counselors did not appear to be as enthusiastic about the program. This condition is perhaps attributable to the fact that a counselor was not included on the High School Task Force. Also, the presence of a support team may have "infringed" on the counseling of students into quarter courses.

A Final Look - Given the time constraint of one year, the writer of this report has addressed himself to a specific problem which has been dealt with realistically and resolved in a constructive manner.

The Maxi II practicum has shown that a comprehensive high school renewal site has been established in the Erie, (Pa.) public schools, and has demonstrated exemplary preservice and inservice training of professional personnel. The practicum has made evident that curriculum revision and a system of quarter course offerings and student choice has improved learning for students.

The demonstration model has achieved improvements in the conditions and performance of students, teachers and administrators associated with the educational enterprise. The comprehensive high school renewal site experiment has proved valid and has produced results that have fully justified the effort. The results of the practicum has taught the Erie School District what to do and indicated new directions for further efforts.

Implications For the Future - During the next three years it is expected that the Erie School District will embark on a plan to complete the work started in 1974-75. What follows is a design stating what is expected, action to be taken, and dates.

What	Action	When
A. Quarter Course Revision Writing new courses, planning by some tchrs. for new methods and styles (independent study, individualization, career education course offerings in the arts and business fields.)	Summer workshop-support team to inservice teachers from three schools on volunteer basis. (support team to plan workshop.)	Mid-July, 1975 (Period-2-4 weeks)
B. Implementation of "Phase In" Program II . Expansion of "phase in" I, all three schools . Addition of flexible scheduling . Addition of new courses not previously offered . Demonstration of alternative learning and instructional styles . Addition of new materials	Support team, volunteer teaching staff, greater involvement of administrative staff in buildings, scheduling to allow for departmental meetings and staff meetings. Inservicing is a planned part of this year. . Tchr. inservice . Support team inservice	Sept. - June, 1975-76

C. Comprehensive Learning Program I		
. Equalization of the "phase in" program in all three comprehensive high schools.	Inservice for teachers to plan and design.	1975-76 July or August 1976
. Computer based modular scheduling in all three schools.	Summer workshop for the writing of courses, programs, implementation stages.	
. Further options in learning styles and methods, more independent study and individualization.		
. Further options in learning program (community-based education, career education, expansion of arts both practical and fine)		
D. Comprehensive Learning Program II		
. Implementation of Erie Comprehensive Learning Program I, three high schools in planned stages with Strong Vincent receiving heaviest impact.	Support team and/or departmental chairman, along with teachers and administrative building staff. Teacher workshops (5)	Sept. 1976-77

E. Comprehensive Learning Program II

. Full comprehensive high school programming. (quarter courses, modular scheduling, cross gradedness, options in learning styles/ instructional methods, and alternative learning programs).	Teacher and administrator workshops (5).	Sept. - June 1977-78
	Summer inservice Workshop . Complete work for coming year/projections.	July - August 1978
. Transition from the regular program to alternative comprehensive learning program would be completed.		

APPENDIX A

Grade Structure Conversion

Note: (Dissatisfaction with the Erie school system was presented at a televised Board of Education meeting April 12, 1972. Evidence was presented, by Dr. William Bryan, Special Program Director, and a key designer of the new 4-4-4 graded structure).

First of all, I think it's an interesting phenomena that you always have to justify what you're trying to change as opposed to people calling on you to justify what you have, and I think where we should begin the whole point is that Erie schools exist on a 6-3-3 system. No one seems to be questioning why are we organized that way; and I think if we look at the issue historically, maybe that will put some perspective on what we're talking about.

What I have on this chart is simply a sketch that outlines the elementary, junior high and senior high structures as we currently have it.

PRESENT SCHOOL SYSTEM 6-3-3

	Elementary		Jr. High		Sr. High
Grade Levels	K 1 2 3 4 5 6		7 8 9		10 11 12
Student Ages	5 6 7 8 9 10 11		12 13 14		15 16 17
Break Points		12		15	

Why?

1. Conversion toward 6-3-3 began around 1920.
2. Reason: Strengthen high school program downward into elementary school.
3. Junior High imitated the Senior High School.
4. Children of 1920 began entering puberty around 12.
5. 8-4 to 6-3-3 --- more secondary education.

On the second level of this chart I have integrated grade levels, K-12, which is the local educational agency's legal responsibility. On this particular level of this matrix, I have simply included the ages -- the typical age of a kindergarten child in the City of Erie is 5, etc. The break points in our system, that is when we break the system, we break the system on the average when the child is twelve. We break the system again at age fifteen. Now it's an interesting question "why?" When we look, the American school system of the 19th century was an 8-4 system and if you look at the Erie parochial system you'll still see the 8-4 system. Educators began to question around 1910 in two cities, Berkeley, California, and Columbus, Ohio, and by 1910 junior high schools which we know as that middle three, that is 7-8-9, had been incorporated in those two cities. Now, why? Well, if you recall, if we know anything about the educational history of America, we know that the high school movement towards compulsory attendance as well as voluntary attendance of senior high students is a phenomena of post depression, which means 1930's. So it's interesting that a conversion is taking place in American education when a majority of American children aren't even in school and the essential reason is that American colleges came down to the high schools and said one thing. "Your high school kids aren't qualified to meet our admission criteria into our schools." Therefore, what they said is "let's create something in American education, let's create more secondary education." So this conversion was not made with any respect to what the children were like, etc. The primary criteria was to provide more secondary education.

Now, when you do look at the data of human development which tells us how we as human beings grow, mature, and become what we become -- when we look at that date - maybe the most dramatic break that occurs in our lives, in our legal school age from roughly 5 years to 18, is something that is called puberty. That is that rapid physical development that takes us out of the world of physical childhood and thrusts us into physical adulthood. It is interesting that if we look at the data of about 1920, on the average this was occurring in American children - and that's really what we're talking about - at around age twelve. Therefore, those administrators and educators who were looking for a reason maybe to say, "well, how much secondary education?" they say, "Why not at age twelve because what we are really talking about here is that period in life when that whole thing called puberty, when that whole thing called adolescence, breaks loose with all the physical, social, emotional changes that occur." So what we ended up with then is a break at twelve. Then, therefore, the conversion was from an 8-4 to a 6-3-3 primarily to provide more secondary education basically determined by college people and, secondly, to try and meet those rapid changes that occur at puberty which at this time is occurring about twelve.

PROPOSED SCHOOL STRUCTURE 4-4-4

	Primary		Middle		High
Grade Levels	K 1 2 3 4		5 6 7 8		9 10 11 12
Student Ages	5 6 7 8 9		10 11 12 13		14 15 16 17
Break Points		10		14	

Why?

1. Conversion toward middle schools began around 1960.
2. Reason - provide a more meaningful school experience for older children and pre-adolescents
3. Children of 1970 begin puberty around 10.
4. Natural break points -- 10 and 14.
5. Revise complete K-12 ladder.

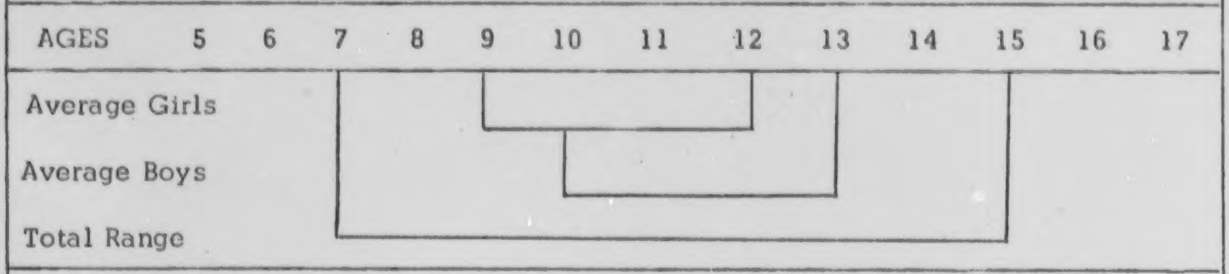
What we're proposing here is a change in that system. Our legal responsibility remains essentially the same; that is, we are responsible for children from five through seventeen. On this chart I simply duplicated the fact that on grade levels, K - the average age of a child is typically five, etc. Now notice that the break points in this system have been changed from twelve to ten and from roughly fifteen to fourteen.

Now the conversion toward middle schools in this country began near 1960. The data of the Office of Education report on middle schools, which I have right here, is entitled "A Survey of Organizational Patterns of Reorganized Middle Schools," dated July 1968, U.S. Department of Health, Education and Welfare, Office of Education, Bureau of Research, authored by Dr. William Alexander on the telephone a couple of times and I'll relay to you what his comments were. His data says that currently in American society there are probably 2,000 middle schools. When he looked at his data, the figure in 1968 was roughly 1,100. He said, "in the last two years the conversion has been such that twice as many of these schools have appeared." You can refer to a study in the November 1971 "Journal of American Elementary Principals" if you wish to substantiate that data.

One reason for doing this is to provide a more meaningful education. We are not interested in submitting ourselves to the dictates of colleges which simply say this is what you should do to get your kids in. A lot of the rhetoric of this whole meeting was on the fact that a lot of kids are not interested in that, should not be encouraged to do it, and some of them might not "hack" it if they try it. So what we are trying to do here is not simply adding more secondary education or deleting some elementary education; what we are saying is we are going to take on the whole system concurrently and redo the whole job. So, our reason then is to provide a more meaningful school experience for older children and pre-adolescents.

In the American children of 1970 (if we read the data of Tanner, if we read the data of adolescent study out of Berkeley, California), puberty is occurring on the average at ten. The data is saying that puberty is occurring in American youth on the average of .4 years per decade since 1920 to 1970, that is five decades, five times .4 is two years; so what they are saying here is that based on puberty a more natural break in the system is near age ten, no longer age twelve. Certainly, if you look at the kids of today -- physically, socially, emotionally, intellectually -- they are different. So what we are saying is that maybe the more natural break points in this system are not twelve and fifteen, but ten and fourteen. We will look at this in a moment in some more detail. Therefore, what we are suggesting is not patching the system -- we are not trying to add less of something or more of something -- but what we are trying to do is take on the whole thing issue and say instead of patching it, let's redo it.

PHYSICAL CHANGES



Conclusions:

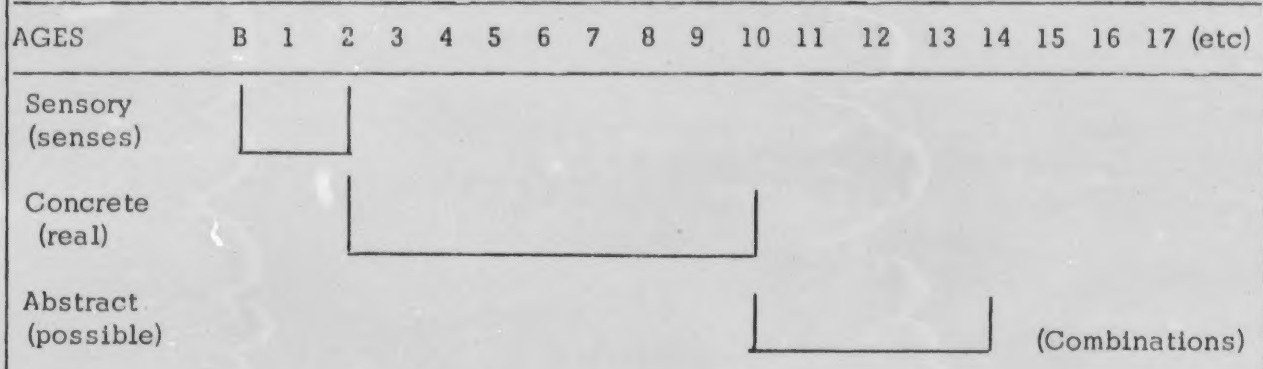
1. Physical Change -- Begins as early as 7
   Begins as late as 15
2. On the Average -- Girls from 9-12
   Boys from 10-13
3. Majority -- Basic Changes -- 9 to 13
4. All Will Be in Transition -- 10 to 13
5. Grades 5 - 8 -- Rapid Physical Change

Now if you look at this chart, it simply depicts the increasing, rapid physical development of children in our society. On this chart I listed those ages from five to seventeen and I have drawn three other lines. Again, if you are interested in a reference of the adolescence study done, the most comprehensive study of adolescent youth in American society, done in Berkeley, California, says puberty begins in children as early as seven and as late as fifteen. So for some kids the first evidences of these changes in puberty can be as early as the second grade, while some children may not evidence that change until the 9th and 10th grade.

For girls the average onset is nine, the average completion is about twelve. For boys the average onset is ten, the average completion is near thirteen. The majority of American youth will undergo the basic changes we associate with puberty, physical to begin with, and then with all the social, emotional changes that go with it between nine and thirteen. The Berkeley study says that all children in American society will be in transition between ages ten and thirteen. When we reorganize an educational system, we should not submit ourselves to the pressures of people, but we should pay attention to people who know what kids are all about. Therefore, what we are saying is that grades 5 and 8 really provide the age span in which these rapid physical changes take place.

In the 1920's in Switzerland, Jean Piaget, probably the most celebrated current living psychologist in the world, began his study of the intellectual development of children. He started his studies with kids very early in life, beginning even at birth. Dr. Piaget runs the Petlozzi Institute for Intellectual Development in Geneva, Switzerland and the research he did between 1920 and the mid 1960's went pretty much unnoticed by American psychologists who were hung up on another psychologist by the name of Freud. Piaget has told us there is a recognizable pattern by which children develop intellectually and that pattern goes through these three basic stages.

INTELLECTUAL CHANGES



Conclusions:

1. Three basic steps in intellectual development.
2. Primary (5-9) -- real things in the present.
3. Middle (10-14) -- real and possible -- present and future.
4. Sensitive period of change -- 10 - 14.
5. Grades 5-8 -- Meet the changes in operation.

The basic psychology of Jean Piaget as interpreted by Jerome Bruner of Harvard University was really the psychological basis for the curriculum revisions of the 1960's, so he is giving us an intellectual base for our decisions as well as the physical, social, emotional base. These studies have been replicated not only in Western society but interestingly enough in Asian societies, etc., so this data appears not only to be justifiable in terms of Erie kids, but even in terms of kids world-wide.

Children from birth to two take a sensory look at the world; that is, they see, touch, taste, and feel. Between the ages of two and roughly ten they enter what Piaget calls concrete which means if they are going to understand what you are trying to teach them, you've got to give them something to manipulate, something to get their hands on. According to Brunner you can teach them pretty much anything you wish if you approach the teaching from how they look at the world. An adult looks at the world in a verbal, abstract sense, but kids do not cooperate that way. They look at the world from a concrete, from a physical, from a manipulative point of view. Give a child a choice in many instances between a nickel and a dime and he will choose a nickel because it is bigger, it is concreteness, it's got nothing to do with the abstraction called monetary values. About age ten this begins to change. Children begin to see the fact that things are not only real but things are possible and what Piaget is saying is that in the intellectual development of a child this may be the most sensitive period in his life. Looking at the chart this transition occurs rather remarkably between the ages of ten and eleven.

In the book by Alexander called "The Emergent Middle School", which we are using as a basic reference as far as the questions to be asked, we are not interested in accepting his answers but we are interested in considering his questions and he goes into this in some detail. What we are saying here is that there are really three basic steps in intellectual development and that ages five to nine, in this instance, includes what Piaget refers to as the "concrete area of intellectual development" --

real things in the present. If we are going to organize a learning center based on how kids look at the world, we are going to select materials based on their view of the world. We are not going to continue to adopt a miniature adult approach to children; that is, kids are different from us and it is about time that we learn to recognize that.

What we are proposing then is that between the ages of ten and fourteen that we likewise organize a system to meet the intellectual changes that occur in a child. So real things, possible things, present and future things, and the curriculum the 17 teachers are working on very hard at P.I. in terms of middle schools is a curriculum that is going to attend to what we know about kids. We are talking about a very sensitive period in the development of children which occurs between the ages of ten and fourteen and currently under our jargon grades 5 and 8 meet these changes.

Let's take a look at the concrete world of the child of Erie, the "Academic Data - Erie Schools, January 1971".

Following is Stanford Achievement data and public information. The grade levels are listed in the columns to the left.

ACADEMIC DATA - ERIE SCHOOLS
JANUARY 1971 AVERAGES

Grade Level	National Average	Paragraph Score	Meaning Difference	Arithmetic Score	Computation Difference
2	2.5	2.4	-0.1	---	---
3	3.5	3.3	-0.2	3.3	-0.2
4	4.5	4.2	-0.3	4.1	-0.4
5	5.5	5.1	-0.4	4.8	-0.7
6	6.5	6.0	-0.5	5.7	-0.8

Conclusions:

1. On the average -- longer in school - father behind.
2. Physical, intellectual, social changes in grade 5 (age 10).
3. More difficult to deal with underachievement.
4. New structure can more effectively deal with problem.

These tests are given in January, therefore, all you do is take the grade level two and add one-half a school year to it for the national average of 2.5. Next I have labeled "Paragraph-Meaning" which is probably the single most important score of the variety of scores given on the Stanford Achievement tests from the point of view of reading.

It is not quoted widely as a reading score as such, but on the Stanford which is the achievement battery we gave, it is the closest thing we come to it.

Grade 2 in the Erie School District is about a month behind so that by the time our kids get in the 6th grade they are a half a year behind. If we look at the data in terms of arithmetic computation, that trend begins in 1971 and the average scores on the grade level were not given that year as far as arithmetic scores. If we look at the changes in arithmetic computation, we can see that by the time our kids go from 2nd to 6th grade they are 8/10's of a year behind. The data out of Stanford University will tell you that the longer a kid is in school, if he starts out behind or falls behind, the farther he is going to get behind and the more difficult time you are going to have doing anything about it, unless we intervene.

The physical, intellectual and social changes in the kids in our society begin near grade 5 and it is about time we began to deal with the kids before the problems become such that we cannot deal with them. The longer we wait on underachievement the more difficult it is going to become to deal with. The studies of adolescence done in Berkeley will tell you that, of the kids in grades 5 through 8, the kids in grade 6 and 7 are most alike. So what we are doing, in effect, is grouping the kids who can get along the best.

If you look at the research of Kenney Keniston, who is a researcher on why our campuses blow up, he will tell you it is something called "youth alienation", and if he were to pinpoint a blame he would say maybe the institution that is failing the most in our society is something called a "junior high school", which is really an imitation of something else. A junior high school was never given an existence. It was called a junior high school which meant the high school decided what happened there, and still does. It is going to take a whole new structure to deal with this problem; you can patch it if you wish, but it is not going to work -- we have proven that consistently.

Let me give you some information extracted from this report. If anybody wants to read this report, I can make all this data available to you very easily. This was a survey conducted of 1,101 middle schools in this country.

1968 - NATIONAL SURVEY - MIDDLE SCHOOLS
GENERAL DATA

MIDDLE SCHOOLS	
Number of Schools	1,101
Number of States	37
Leading States, 1968	
Texas	252
Illinois	142
California	131
New York	92
New Jersey	91
Middle Schools - Pennsylvania, 1972 (95 districts)	108
GRADES INCLUDED	
Grades 6-8	60%
Grades 5-8	30%
Other	10%
DATES ESTABLISHED	
Before 1960	10%
1960-1970	90%
ENROLLMENTS	
300 to 1,000	75%
Median	600 Students

The number of states having middle schools in 1968 was 37; the leading states in 1968 were Texas, Illinois, California, New York, New Jersey and those are states with some interest in education.

Probably the two leaders in education are California and New York and you can see they jumped on the bandwagon somewhat quickly. According to the data I received just this week there are 108 middle schools in Pennsylvania. Someone made reference earlier that most of those schools are in a 6-7-8 configuration and there are only two districts with a 5-8. That's not really true. When I talked to Dr. Alexander I said, "recommend some middle schools in this area that we should see," and he said, "in your area I would recommend one very strongly and that is Conwail in Philadelphia." Interestingly enough Philadelphia public schools and the middle schools in Pittsburgh are likewise 5-8 configurations. If we look at the middle schools in New York City, which is certainly the largest city in our nation, we are dealing likewise with a 5-8 configuration. Maybe there is some relationship between urban centers 5-8 configurations and rural 6-7-8 and the logic of that will become evident as we go on.

In the national survey, grades 6-8 involved about 60% of the schools; grades 5-8, 30%; and then there were some others. The definition of middle school, according to the state law of Pennsylvania, is any school that combines grades 6 and 7, no lower than 4, no higher than 8; so there are some middle schools that would probably be 6-7 middle schools and there would be some that would be 7-8, etc. Grade 9 is not considered a middle school grade nor is grade 4, but grades 5 to 8 or various combinations of these grades can be a middle school. You can see by the dates established that 90% of the middle schools in this country are a product of the last decade, the 1960's. These schools have enrollments ranging from 300 to 1,000 students and that is 75% of the schools. The median is roughly the half-way point -- 600 kids.

If we look at the reasons for the establishment of middle schools, I think we get a lot of the reasons why 6-7-8's predominate and in my conversation with Dr. Alexander he says, "you are right, this is why it happened."

1968 - NATIONAL SURVEY - MIDDLE SCHOOLS
REASONS AND REACTIONS

REASONS

Eliminate Crowding	58%
More Meaningful Program	45%
Transition -- Elementary to Secondary	40%
Subject Specialization	30%
Move Grade 9 -- High School	25%

REACTIONS

	Enthusiastic or Favorable	Indifferent	Opposed
Students	93%	7%	0%
Staff	97%	3%	0%
Parents	91%	8%	1%
Public	84%	16%	0%

Eliminating crowding is the reason most often stated (58%). In the 1960's in American society there was a concurrent educational movement towards four-year area vocational technical schools concepts. What we are really saying is that many of these middle schools were established as 6-7-8 schools not because they were being developed on middle school philosophy, but they were being developed because people were saying for vocational education purposes we want the 9th grade in high school. So 6-7-8 middle schools were created and they dominate not out of educational commitment, not out of learning theory design, but essentially out of convenience to expedite the establishment of area vocational technical schools. At the same time many of the surburban rural districts were feeling some pinch from enrollment, therefore, if you take 9th grade out of the junior high what is the most likely thing to do? Relieve the crowding in your elementary schools and put 6th grade into the junior high and that is exactly what is happening. Kids are being shuffled and I agree with those who say that is not the answer. What we are interested in is developing what Dr. Alexander and what Paul Raffensperger of the State says are real middle schools, not imitation junior high schools which many 6-7-8 middle schools are.

The second most stated reason as to why go to middle schools is a more meaningful program. This is our "bag", this is what we are all about. The other reason stated is the transition from elementary to secondary. Another reason is subject specialization and then the reason I have already indicated is to move grade 9 into the high school.

It is interesting to note the reactions in this survey regarding the operation of middle schools, whether they were what Dr. Alexander refers to as middle schools or imitation middle schools. Of the students involved in these middle schools, 93% were either enthusiastic or favorable, 7% were indifferent, none were opposed. In this survey 97% of the teaching staff in these middle schools were enthusiastic or favorable, 3% were indifferent, none were opposed. Of parents interviewed, 91% were enthusiastic or favorable towards these programs, 8% were indifferent, and 1% opposed. If we look at the general public, 84% said they like what they saw, 16% said they were somewhat indifferent to change, and again none of them were opposed. These statistics were taken from the National Survey of the Office of Education conducted in 1968.

In summary, therefore, what we are saying is that the data of human development -- how children unfold, how they become children, how they become adolescents, how we become adults -- tells us the critical breaking point is at age ten. The time puberty is over, on the average, is age thirteen; so the natural break then to us is ages closer to ages ten and fourteen as opposed to ages twelve and fifteen. The academic data of our own School District tells us that by the time a child is in 4th and 5th grade we better begin to offer something different because he "turns off" to what we have. Teachers interviewed by Dr. Alexander and even some teachers with whom I am involved, indicate that there is something different between that 4th grader and that 5th grader. It is time we did something.

SUMMARY

CONSIDERATIONS

1. Data of Human Development.
2. Academic Data -- School Achievement.
3. AVTA -- 9 to 12 -- High School.
4. Parochial System is 8-4.
5. Pennsylvania Trend -- Urban Centers.
6. National Trend -- Middle Schools.

CONCLUSION

4-4-4 System meets each consideration.

Some educators are saying that the most neglected children in our system are 5th and 6th graders. They are operating in a system that is geared to young children; that is, our primary concern in our elementary schools is with our kids in kindergarten, our first and second graders so that the big kids do not hurt them, etc. These kids are big enough and it is time to give them something as opposed to simply have them wait.

The area vocational technical school that we are proposing in Erie is also a 9-12 configuration, so it fits. The parochial system in Erie is an 8-4 system which means that students leaving the parochial schools now and coming into the public system go to a year of junior high and then into senior high. Likewise the area vocational technical school and we must face the inevitability of maybe increasing in number of those children attending our public schools.

The Pennsylvania trend (Philadelphia, Pittsburgh, and since we are number three in this state) says that 5-8 is the urban configuration in this particular state. We can see that also in New York City, the major city of this country. As Dr. Alexander says in his book and in his study, and as he said on the telephone on Monday, "there is such a thing as a national trend towards middle schools and let us design it to meet the needs of kids, and let us not design it to imitate the high schools." Therefore, based on all of that, we feel that without a doubt the 4-4-4 configuration is what meets every one of these considerations. Thank you.[6]

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[6] School District of the City of Erie, Pa., Minutes of Board of School Directors, April 12, 1972, pp. 33090 - 33097.

APPENDIX B

Ten Goals of Quality Education for Pennsylvania

GOAL ONE - SELF UNDERSTANDING

Quality Education should help every child acquire the greatest possible understanding of himself and an appreciation of his worthiness as a member of society.

GOAL TWO - UNDERSTANDING OTHERS

Quality Education should help every child acquire understanding and appreciation of persons belonging to social, cultural, and ethnic groups different from his own.

GOAL THREE - BASIC SKILLS

Quality Education should help every child acquire to the fullest extent possible for him mastery of the basic skills in the use of words and numbers.

GOAL FOUR - INTEREST IN SCHOOL AND LEARNING

Quality Education should help every child acquire a positive attitude toward school and toward the learning process.

GOAL FIVE - GOOD CITIZENSHIP

Quality Education should help every child acquire the habits and attitudes associated with responsible citizenship.

GOAL SIX - GOOD HEALTH HABITS

Quality Education should help every child acquire good health habits and an understanding of the conditions necessary for the maintenance of physical and emotional well-being.

GOAL SEVEN - CREATIVITY

Quality Education should give every child opportunity and encouragement to be creative in one or more fields of endeavor.

GOAL EIGHT - VOCATIONAL DEVELOPMENT

Quality Education should help every child understand the opportunities open to him for preparing himself for a productive life and should enable him to take full advantage of these opportunities.

GOAL NINE - UNDERSTANDING HUMAN ACCOMPLISHMENT

Quality Education should help every child to understand and appreciate as much as he can of human achievement in the natural sciences, the social sciences, the humanities, and the arts.

GOAL TEN - PREPARATION FOR A CHANGING WORLD

Quality Education should help every child to prepare for a world of rapid change and unforeseeable demands in which continuing education throughout his adult life should be a normal expectation.

STRONG VINCENT HIGH SCHOOL

EDUCATING FOR LIFE
TEN IMPERATIVE NEEDS OF YOUTH

IMPERATIVE NEED NO. 1: WORK

All youth need to develop salable skills and those understandings and attitudes that make the worker an intelligent and productive participant in economic life.

IMPERATIVE NEED NO. 2: HEALTH

All youth need to develop and maintain good health and physical fitness.

IMPERATIVE NEED NO. 3: CITIZENSHIP

All youth need to understand the rights and duties of the citizen in a democratic society and be diligent and competent in the performance of their obligations as members of the community and citizens of the State and Nation.

IMPERATIVE NEED NO. 4: HOME

All youth need to understand the significance of the family for the individual and society and what helps in successful family life.

IMPERATIVE NEED NO. 5: THRIFT

All youth need to know how to purchase and use goods and services intelligently, understanding both the values received by the consumer and the economic consequences of their acts.

IMPERATIVE NEED NO. 6: SCIENCE

All youth need to understand the scientific method, the influence of science on human life, and the main scientific facts concerning the nature of the world and of men.

IMPERATIVE NEED NO. 7: APPRECIATION

All youth need opportunities to develop their capacities to appreciate beauty in literature, art, music and nature.

IMPERATIVE NEED NO. 8: LEISURE

All youth need to be able to use their leisure time well and budget it wisely, balancing activities that yield satisfaction to the individual with those that are socially useful.

IMPERATIVE NEED NO. 9: OTHER PERSONS

All youth need to develop respect for other persons, to grow in their insight into ethical values and principles, and to able to live and work cooperatively with others.

IMPERATIVE NEED NO. 10: LANGUAGE

All youth need to grow in their ability to express their thoughts clearly and to read and listen with understanding.

APPENDIX C

SCHOOL DISTRICT OF THE CITY OF ERIE, PA.

High School Task Force Opinionaire

The purpose of this survey is to aid the High School Task Force in determining the present role of the high school and to what extent it should change.

This opinionaire is designed to find out **your opinion** about the effectiveness of the high school. Your responses will help the High School Task Force plan for future educational programs.

DIRECTIONS: Circle one number next to the **word(s)** which best describes you in the boxes A through I. Some listings may not be appropriate to you individually. Circle only those which apply to you. PLEASE USE PENCIL.

A — SEX 1 Female 2 Male	**B — RACE** 1 Black 2 White 3 Other	**C — AGE (Years)** 1 13-19 2 20-25 3 26-50 4 51-65 5 Over 65	**D — MARITAL STATUS** 1 Single 2 Married 3 Widowed 4 Divorced or Separated
E — YEARLY FAMILY INCOME 1 Under $5,000 2 $5,000 - $10,000 3 $11,000 - $19,000 4 Over $20,000	**F — YEARS OF SCHOOLING** 1 Less than 9 years 2 9-12 years 3 College degree 4 Beyond 4 years college	**G — RESIDENTIAL** 1 Own/buying home 2 Rent **H — IF PARENT** 1 Mother 2 Father 3 ______ Other	**I — COMPUTER NUMBER** 06-3-9

INSTRUCTIONS FOR ANSWERING OPINIONAIRE

You are asked to answer two questions about each statement:

(a) To what extent DOES the condition EXIST in high school?
(b) To what extent SHOULD the condition EXIST in high school?

Select the responses to each of these two questions from the following three choices:

DOES EXIST	SHOULD EXIST
1 Condition does not exist at all in high school	1 Condition should not exist at all in high school
2 Condition does exist to a moderate extent in high school	2 Condition should exist to a moderate extent in high school
3 Condition does exist to a large extent in high school	3 Condition should exist to a large extent in high school

CIRCLE THE NUMBER OF YOUR RESPONSE TO THE STATEMENT IN BOTH ANSWER COLUMNS TO INDICATE YOUR OPINION

	Does Exist	Should Exist
Sample Question: The high school provides nursing and emergency health care.	1 2 [✓ 3]	1 2 [✓ 3]

OPINIONAIRE ANSWER SHEET: CIRCLE THE NUMBER BEST EXPRESSING YOUR OPINION

Key: 1—Not at all 2—To a moderate extent 3—To a large extent

	Does Exist	Should Exist
1. The high school offers a variety of courses based on student interests.	1 2 3	1 2 3
2. Teachers explain to high school students the knowledge and skills to be acquired in their courses.	1 2 3	1 2 3
3. The courses offered by the high school prepare a student for the demands of everyday living.	1 2 3	1 2 3
4. The high school student has freedom in selecting courses.	1 2 3	1 2 3
5. High school students have their time carefully planned for them and specific assignments to complete.	1 2 3	1 2 3
6. The high school teacher works closely with individual students.	1 2 3	1 2 3
7. Requirements for high school graduation are designed to meet the needs of individual students.	1 2 3	1 2 3
8. The high school principal, assistant principals, and counselors are willing to listen to and talk with both school personnel and the public.	1 2 3	1 2 3
9. The high school student learns the difference between individual problems and the problems of society as a whole.	1 2 3	1 2 3
10. The high school offers a student opportunities to volunteer for out-of-school activities (Red Cross, Y-Teens, etc.).	1 2 3	1 2 3
11. The high school provides a program for students with learning difficulties.	1 2 3	1 2 3
12. Guidance and counseling are readily available to each high school student.	1 2 3	1 2 3
13. The high school's activities (clubs, after-school sports, etc.) are open to all students.	1 2 3	1 2 3
14. The high school library provides enough books, facilities, and services to help a student learn.	1 2 3	1 2 3
15. The high school newspaper and yearbook are not censored.	1 2 3	1 2 3
16. The high school student develops skills and interests for leisure time use.	1 2 3	1 2 3
17. Students have the opportunity to take part in dramatic productions in the high school.	1 2 3	1 2 3
18. The high school provides an opportunity for all students to participate in art and in instrumental and vocal music.	1 2 3	1 2 3
19. Students take part in student government in the high school.	1 2 3	1 2 3
20. The high school cooperates with local business and industry to provide work experience for students.	1 2 3	1 2 3
21. The high school provides not only varsity sports but other school sponsored athletics for students.	1 2 3	1 2 3
22. Students help to determine the goals and aims of the high school.	1 2 3	1 2 3
23. Each high school student helps to develop his own educational goals.	1 2 3	1 2 3
24. The high school is concerned with the student as a total individual.	1 2 3	1 2 3
25. The high school student is helped to be an independent thinker.	1 2 3	1 2 3
26. The high school student learns to communicate with others.	1 2 3	1 2 3
27. The high school student is encouraged to be open to new ideas and different points of view.	1 2 3	1 2 3

OPINIONAIRE ANSWER SHEET: CIRCLE THE NUMBER BEST EXPRESSING YOUR OPINION
Key: 1—Not at all 2—To a moderate extent 3—To a large extent

	Does Exist	Should Exist
28. The high school student may freely express his own opinions in classes.	1 2 3	1 2 3
29. A student is encouraged to suggest ideas to improve and revise high school courses.	1 2 3	1 2 3
30. A high school student is encouraged to make suggestions regarding school rules and regulations.	1 2 3	1 2 3
31. A student is held responsible for both his behavior and his class performance in the high school.	1 2 3	1 2 3
32. A high school student's grade is based on that student's own ability rather than on a comparison of the student with other high school students.	1 2 3	1 2 3
33. Teachers help to set the aims and goals of the high school.	1 2 3	1 2 3
34. High school teachers are given enough time and help to plan and revise their courses.	1 2 3	1 2 3
35. The high school gives adequate attention to the teaching of basic skills (reading, writing, and arithmetic).	1 2 3	1 2 3
36. High school buildings and equipment are used efficiently (such as for summer school, recreation, and community events).	1 2 3	1 2 3
37. High school teachers take an interest in each of their students.	1 2 3	1 2 3
38. The high school student is encouraged to behave responsibly both in and out of school.	1 2 3	1 2 3
39. High school teachers place more emphasis on teaching students how to think than on the memorization of facts.	1 2 3	1 2 3
40. High school teachers motivate students by means other than the fear of punishment.	1 2 3	1 2 3
41. Non-teaching duties interfere with the high school teacher's job of instructing students.	1 2 3	1 2 3
42. Behavior problems are handled promptly and fairly in the high school.	1 2 3	1 2 3
43. High school rules and regulations are explained in such a way that students, parents, and teachers understand them.	1 2 3	1 2 3
44. Staff members and students are kept well-informed on school policies, procedures, and other matters of interest in the high school.	1 2 3	1 2 3
45. Students like their high school.	1 2 3	1 2 3

Comments:

HIGH SCHOOL TASK FORCE OPINIONAIRE INTERPRETATION

1. The high school offers a variety of courses based on student interests.

   The majority feels more courses reflecting student interest should be offered. While 61% feel such selection if offered to a moderate degree, 82% feel that this selection should be increased.

2. Teachers explain to high school students the knowledge and skills to be acquired in their courses.

   While a majority feel explanations of objectives is sufficient, more teachers than students feel clear explanations are given. Both groups suggest need for improvement.

3. The courses offered by the high school prepare a student for the demands of everyday living.

   80% feel the need for offering more courses that better prepare students for everyday living. Students and parents are most critical of the practical value of some courses.

4. The high school student has freedom in selecting courses.

   While all questioned feel that greater freedom in course selection should be allowed, parents and especially students see a need for more freedom of choice than presently exists.

5. High school students have their time carefully planned for them and specific assignments to complete.

   Overall, it was felt that student time is adequately planned and specific assignments made; only students feel that time should be less structured.

6. The high school teacher works closely with individual students.

   All of those surveyed feel a definite need for greater individual attention in the classroom. Students and parents recognized the greatest need.

7. Requirements for high school graduation are designed to meet the needs of individual students.

   Approximately 30% feel that requirements for high school graduation are not designed for individual student needs; 70% feel that they should be changed to better meet these needs.

8. The high school principal, assistant principals, and counselors are willing to listen to and talk with both school personnel and the public.

   While administrators and counselors feel that they provide this opportunity to a large extent the others surveyed indicate that it should exist to a greater degree.

9. The high school student learns the difference between individual problems and the problems of society as a whole.

   While all agree that students should learn the distinction between individual problems and problems of society as a whole, students expressed more confidence in their ability to do this than the adults surveyed felt.

10. The high school offers a student opportunities to volunteer for out-of-school activities (Red Cross, Y-Teens, etc.).

    Most of those surveyed feel that opportunities for volunteering in out-of-school activities do exist but should exist to a slightly larger extent.

11. The high school provides a program for students with learning difficulties.

    While all the persons surveyed indicated a need for more programs for students with learning difficulties, school personnel, especially counselors, showed the greatest awareness of the need.

12. Guidance and counseling are readily available to each high school student.

    While all surveyed indicated that counseling services are presently available to students, all indicated that they should be made more readily accessible. Parents suggested less satisfaction than the others with these services.

13. The high school's activities (clubs, after-school sports, etc.) are open to all students.

    Generally those surveyed feel that after school activities are open to all students.

14. The high school library provides enough books, facilities, and services to help a student learn.

    Except for administrators and counselors, those surveyed feel that there is a definite need for improvement in services rendered by libraries in the schools.

15. The high school newspaper and yearbook are not censored.

    About 37% of those surveyed feel that high school publications should not be censored; however, most indicated that the current procedures are appropriate and publications should be censored moderately.

16. The high school student develops skills and interests for leisure time use.

    Most surveyed do not see development of skills and interests for leisure time use as a pressing need, but feel it should be improved slightly.

17. Students have the opportunity to take part in dramatic productions in the high school.

    Although administrators feel opportunities to take part in dramatic productions exist to a large extent, 22% of those surveyed, and especially students, feel that such opportunity does not exist. Most feel that more opportunities for such activity should be presented.

18. The high school provides an opportunity for all students to participate in art and in instructional and vocal music.

    Although 45% of those surveyed feel that opportunities to participate in art and instrumental and vocal music exists to a large extent, 75% feel that such opportunities should be increased.

19. Students take part in student government in the high school.

    Fifty percent of administrators feel that students participation in student government exists to a large extent; 21% of the students feel such participation is non-existent. All of those surveyed agree that greater participation is desirable.

20. The high school cooperates with local business and industry to provide work experience for students.

    The majority of those surveyed (78%) feel that more cooperation with local business & industry to provide work experience for students is necessary.

21. The high school provides not only varsity sports but other school sponsored athletics for students.

> While 39% of those surveyed feel that school-sponsored athletic activities are adequate, 78% indicate that more should be offered.

22. Students help to determine the goals and aims of the high school.

> Forty percent of those surveyed feel the students are not involved at all in the determination of school goals and aims; only 48% feel there should be more such involvement. Students voiced greatest recognition of the need for fuller participation; only 19% of teachers feel greater student participation is necessary.

23. Each high school student helps to develop his own educational goals.

> The majority agrees that students should have more voice in the development of their own educational goals. Students, administrators and counselors more fully admit this need than do parents and teachers.

24. The high school is concerned with the student as a total individual.

> The majority feels that the school should be more concerned with the student as a total individual. However, more students and parents than teachers and counselors suggest that this condition does not exist in the present high school.

25. The high school student is helped to be an independent thinker.

According to the majority of those surveyed, the high school student should be helped to become a more independent thinker. Parents most strongly point out this need.

26. The high school student learns to communicate with others.

Those surveyed feel that students learn to communicate adequately but that this skill should be improved.

27. The high school student is encouraged to be open to new ideas and different points of view.

While 25% feel that students are presently encouraged to be open to new ideas and different points of view, 83% feel greater encouragement in this area should be provided. Twenty-five percent of the students 27% of the parents, but only 6% of the teachers feel that this type of emphasis does not now exist.

28. The high school student may freely express his own opinions in classes.

While 64% of those surveyed feel greater freedom of expression should be afforded students in the classroom, students and teachers differ greatly. Twenty-five percent of the students feel that such freedom does not exist as opposed to 2% of the teachers.

29. A student is encouraged to suggest ideas to improve and revise high school courses.

Forty-five percent of those surveyed feel that students do not have the opportunity to suggest ideas for the revision of high school courses. More students than adults feel the students should have some voice in this area.

30. A high school student is encouraged to make suggestions regarding school rules and regulations.

> Forty-five percent of those surveyed feel that students have no opportunity to make suggestions regarding school rules and regulations. Sixty-seven percent of the students feel they should be more involved in making such rules. While many adults agree that students are not encouraged to make suggestions, less than 40% feel that students should be more active in this regard.

31. A student is held responsible for both his behavior and his class performance in the high school.

> Although 62% of the students feel they are held responsible for their school behavior and class performance, only 29% of the teachers feel this to be the case. Seventy-three percent of those surveyed agree that students should be held more responsible for their actions.

32. A high school student's grade is based on that student's own ability rather than on a comparison of the student with other high school students.

> This survey indicates that grading should be done more on the student's ability than on a comparison of his work with that of other students.

33. Teachers help to set the aims and goals of the high school.

> Although 29% of teachers feel they are involved to a large extent in setting the goals and aims of the high school, 78% feel they should have a stronger voice. Fifty-nine percent of all surveyed agree with the teachers.

34. High school teachers are given enough time and help to plan and revise their courses.

Twenty-three percent of those surveyed feel that teachers presently do not have enough time to plan and revise their courses. Seventy-three percent feel more time should be afforded for those purposes.

35. The high school gives adequate attention to the teaching of basic skills (reading, writing, and arithmetic).

Those surveyed indicated that the high school should devote more time to the teaching of the "basic skills" (reading, writing and arithmetic). Professional staff members, 80%, saw the greatest need for a fuller emphasis on these skills while 64% of the students stressed the same need.

36. High school buildings and equipment are used efficiently (such as for summer school, recreation, and community events).

Only 13% of those surveyed felt that high school buildings and equipment were being used efficiently for summer school, recreation, and community events while 37% thought that efficient usage was not being employed. Seventy-four percent of those surveyed saw a definite need for using the equipment and facilities more efficiently.

37. High school teachers take an interest in each of their students.

While 24% of those surveyed felt that teachers showed no interest in their individual students, 14% of those surveyed were of the opposite opinion. Although 28% of the teachers strongly felt that a good deal of individual attention was being devoted to students, 80% of them along with 100% of the administrators stated the need for taking increased interest.

38. The high school student is encouraged to behave responsibly both in and out of school.

Thirty-seven percent of those surveyed felt that the high school student is encouraged to behave responsibly both in and out of school yet 73% of those surveyed indicated the need for more encouragement.

39. High school teachers place more emphasis on teaching students how to think than on the memorization of facts.

Although 40% of the parents surveyed and 27% of the students felt that high school teachers placed more emphasis on the teaching of memorization of facts than on teaching students how to think, an average of 16% of students, teachers and parents felt that the opposite emphasis was being placed. Seventy-one percent of those surveyed felt that more emphasis should be placed upon the teaching of students how to think.

40. High school teachers motivate students by means other than the fear of punishment.

While 30% of the students surveyed indicated that teachers used fear as the only means to motivate them only 2% of the teacher thought this to be the case. However, 15% of the students and 39% of the teachers felt that other means of motivation are being employed. Sixty-nine of those surveyed saw a need for greater implementation of means of motivation other than fear of punishment.

41. Non-teaching duties interfere with the high school teacher's job of instructing students.

Although 31% of the teachers surveyed felt that non-teaching duties interfered with their job of instructing students only 14% of the students surveyed noticed the interruptions and 19% thought them necessary. Fifty-two percent of those surveyed felt this should be the case.

42. Behavior problems are handled promptly and fairly in the high school.

> Seventy-nine percent of those surveyed agreed that there is considerable room for improvement in the manner in which behavior problems are handled in the high school. Thirty-two percent of those surveyed felt that fair, prompt treatment of students for behavior problems was nonexistent and only 14% felt that an effective job is being done.

43. High school rules and regulations are explained in such a way that students, parents, and teachers understand them.

> Twenty-three percent of the students, 26% of the parents, and 15% of the teachers surveyed felt high school rules and regulations are explained in such a way that they can easily understand them but 24% of the students, 31% of the parents and 36% of the teachers surveyed felt that adequate explanations were being given. Eighty-six percent of those surveyed saw room for improvement.

44. Staff members and students are kept well-informed on school policies, procedures, and other matters of interest in the high school.

> Twenty-nine percent of the teachers, 55% of the guidance counselors and 21% of the students surveyed felt that they were being kept well-informed on school policies, procedures and other matters of interest in the high school. However, 89% of the teachers, 100% of the counselors and 79% of the students surveyed saw a need for being better informed.

45. Students like their high school.

Twenty-one percent of those students surveyed said that they liked their high school while 20% said that they did not. Seventy-five percent of those students surveyed said that they liked their high schools to a moderate extent yet thought that they should find them more enjoyable. Of all the groups surveyed 27% felt that the high schools were enjoyable to a large extent while 13% felt that they were not and 78% felt they could be more enjoyable.

APPENDIX D
Educational Transition Plan 1972 - 1975

At a meeting of the Erie, Pennsylvania Board of Education on April 12, 1972 a 4-4-4 graded plan was approved to replace the 6-3-3 structure. The transition of educational programs was to take place during a three year period, with a starting date set for September 1972.

* School Year 1972-73

The Objective	The Action
1. To establish the first K-4 school in the District at Harding School.	1. Opened Harding Learning Center on September 1, 1972 with 450 students -- K-4. Half the students were from the neighborhood and half from the rest of the city.
2. To operate the first middle school program in the District at St. Joseph's Home.	2. Opened P.I. Middle School on September 1, 1972 with some 400 students -- grades 5-6-7.
3. To begin the transition of all the elementary schools toward the ideas and programs of the two model schools.	3. Established a K-4 Task Force of three teachers to move from building to building to assist teachers in the movement toward P.I. in all K-6 schools.
4. To conduct an inservice program for all grade 7-9 teachers in the concepts of middle schools.	4. Conducted an inservice program for all Junior High Staff in the concepts of middle schools.

* 4-4-4 Three Years of Accountability....P.I. to 4-4-4, The School District of the City of Erie, Pa., 1973 pp.6-8.

5. To establish Twin-Tech as an area Vocational-Technical School to serve students fulltime within the City of Erie.	5. Opened Twin-Tech in August 1972 to some 1,900 students on a split-shift basis and with expanded programs.
6. To establish a Building Task Force of citizens and educators to recommend a building plan to house 4-4-4.	6. The Building Task Force (BTF) was established in August 1972. The BTF submitted its plan to the Board in April 1973. The Board approved the BTF recommendations at the meeting of June 13, 1973.

School Year 1973-74

1. To continue to operate Harding K-4 Learning Center as the model K-4 school.	1. Continued to operate Harding K-4 as the model K-4 Center with some 450 students in attendance on Sept. 1, 1973.
2. To expand the P.I. Middle School at St. Joseph's Home from grades 5-7 to grades 5-8.	2. Expanded the P.I. Middle School at St. Joseph's Home from grades 5-7 to grades 5-8 with some 450 students in attendance on Sept. 1, 1973.
3. To move into the second year of transition in the elementary schools by establishing K-4 and 5-6 learning houses within schools and to begin to use the new techniques and materials in all elementary schools.	3. Required each elementary school to submit an Action Plan as to how each building would organize itself and conduct its program beginning in September 1973. All plans were submitted and are now being implemented. Each building made its choice of a new Language Arts Program in June 1973 for implementation in September 1973.

4.	To continue the development of the Twin-Tech program as an Area Vocational-Technical School.	4.	Opened Twin-Tech in August 1973 with some 2,500 students and ten new shop programs.
5.	To implement a prototype Middle School at Gridley Junior High School.	5.	The Gridley Middle School became operational as a prototype for transition of other junior highs in the system, to the Middle School Program.
6.	To shift grade 9 from the junior high schools to the senior high schools and to work with junior high staffs on the transition to middle schools.	6.	The Board delayed the movement of grade 9 to the senior high schools until September 1974 as space and scheduling problems could not be resolved without considerable time for planning. The transition program in the junior high schools toward middle schools is underway as of September 1973 with a teacher on each staff working directly with the Middle School Task Force to assist in the transition.
7.	To establish a Task Force of grade 9-12 teachers to begin the design of the Senior High Schools as the last leg in the 4-4-4 conversion.	7.	The Board Minutes of November 29, 1973 appoint a teacher as the Leader of the High School Task Force. Some 50 teachers have volunteered to work on the Task Force and names will be submitted to the Board.

The Present...... School Year 1974-75

1. The Board of Education has moved grade 9 to the high school, thus establishing a grade 9-12 configuration.

2. K-4 Learning Centers (2) and K-6 elementary schools operate city-wide.

3. The 5-8 Model Middle School is operating as an on-going Demonstration Center.

4. Junior high schools contain grades 7-8 only and are in transition toward Middle School programming.

5. Gridley Middle School Renewal Site has received second year funding and is in operation.

6. Strong Vincent Comprehensive High School Renewal Site has been established, with remaining high schools in "satellite" status with limited piloting.

APPENDIX E

Application High School Task Force

(Schedule - January 29, 1974 to June 13, 1974)

Please detach pages 6-9 and mail by October 23 to

Mr. Sam Cianflocco
Director Program Development
Model Middle School
1926 West 6 Street

Part I

1. Name ______________________________
2. School ______________________________
3. Grade/Grades Taught ____________________
4. Subject/Subjects Taught __________________
5. Years of Experience ____________________
6. Area(s) of Certification __________________
7. List Any Curriculum Committee Work Participation

PART II

Please spend some time in completing each of the following questions. (Use reverse side of page if necessary).

1. Why are you applying for work on the High School Task Force?

2. What do you feel you as an individual can bring/contribute to the High School Task Force?

3. Explain briefly ways in which you have prepared yourself to work on the Task Force?

4. Since by your application you are indicating a desire for change, what are some of the changes you would like to see in the present high school curriculum and program?

5. What do you see as the major reason(s) necessitating change in the present high school?

6. Explain how you perceive students, parents and the community-at-large contributing to Task Force activities?

The School District of the City of Erie, Pa.
Division of Program Development
Sam Cianflocco, Director

Guidelines: Review and Recommendations HSTF Candidates

Rationale

In order to assemble a High School Task Force which has balance, productive capabilities and reflects the best possible selection to accomplish the challenging tasks which lay ahead, the following procedures have been determined.

1. That School District administrators/supervisors of High School programs and curriculum have an opportunity to review application forms and make recommendations to the Director of Program Development.

2. That general guidelines be suggested for use by School District administrators and supervisors involved in review and recommendations.

Procedures

1. Memoranda have gone out to School District administrators and supervisors involved:

   Principals (Miss Andrews, Mr. DeNardo, Mr. Lubowicki)

   Coordinators (Mr. Grack, Mr. Mahoney, Mr. Gdaniec, Mr. Michalski, Mrs. McClenathan)

   Directors (Mr. Dombrowski, Mr. Pilker) Head Nurse, Mrs. Mancuso, Mr. Clemente, Dr. Bryan, Dr. Penn

   Managers are aware of time and place (November 5-9 at the Model Middle School). An open appointment schedule to meet individual needs has been arranged.

2. All recommendations are to be made directly to the Director of Program Development by November 9, 1973.

Suggested Guidelines

General guidelines are suggested for administrators/supervisors in review of applications and in recommending members to HSTF.

1. A liking for teaching, students and people in general.
2. A knowledge of general, educational goals and philosophies.
3. A recognition that education's major outcome should be an effective person and a responsible citizen.
4. Skill and expertise in a particular subject.
5. Acknowledgment that all curricular areas potentially are equally important to a student's education.
6. Recognition that education can be improved and the ability to articulate some needed improvements.
7. Knowledge about new programs through experience, visitations, or reading.
8. Flexibility and openness to new ideas.
9. Openness to student and parent participation in developing and assessing the program's success.
10. A willingness to make a commitment of as much time as a job takes.
11. Interest in a variety of activities that are personally fulfilling.
12. A willingness to undergo the necessary training to improve skills.
13. Supervisory and organizational ability within the Task Force.
14. Tolerance of uncertainty and ambiguity during the course of HSTF deliberation.
15. Ability to express ideas both verbally and in writing.
16. Ability to execute or implement a task and meet a deadline.
17. Ability to work with a group as well as autonomously
18. Ability in decision making.
19. Ability to meet, discuss and work with peers, supervisors and administrators.
20. Have respect of students, fellow teachers and supervisors/ administrators.

APPENDIX F

Preliminary Budget, High School Task Force

1. Summary of Budgetary Allocations

. Task Force Teachers	$ 28,000.00
. In-Service (Pre & On-Going)	$ 31,002.30
. Evaluation	$ 3,000.00
. Capital Expenditure/Discipline	$ 51,165.00
. Supplies/Discipline	$ 50,485.00
. Additional Model Materials (Duplicating & Reproduction & Filing)	$ 7,500.00
TOTAL	$ 171,152.30

2. Description of Budgetary Allocations

. Director (1/2 salary)	$ 10,000.00
Task Force (on-going teachers in model with released time 3 @ 1/2 time)	$ 18,000.00
TOTAL	$ 28,000.00
. In-Service (Prior to school opening)	
25 teachers - full time 10 teachers - 1/2 time 1.5 task force 37 teachers for 3 weeks 90 hours X 37 teachers X $7.35	$ 24,475.00
. In-Service (During school year) in addition to normal in-service days; 8 Saturdays @ 1/2 day) 37 teachers X 3 hrs. X 8 days X $7.35	$ 6,526.80
TOTAL	$ 31,002.30
. Evaluation	$ 3,000.00

3. Capital Expenditures Per Discipline Area

English	$ 1,940.00
Social Studies	$ 2,630.00
Science	$ 3,645.00
Mathematics	$ 350.00
Languages	$ 1,700.00
Music	$ 840.00
Art	$ 8,950.00
Physical Education & Health	$ 1,780.00
Industrial Arts	$ 15,000.00
Home Economics	$ 1,530.00
Special Education	$ 1,200.00
Learning Resources Center	$ 2,000.00
Health Services	0
Commercial (bus)	$ 9,600.00
TOTAL	$ 51,165.00

4. Supplies Per Discipline

English	$ 7,440.00
Social Studies	$ 4,400.00
Science	$ 5,795.00
Mathematics	$ 3,150.00
Languages	$ 3,020.00
Music	$ 1,000.00
Art	$ 5,000.00
Physical Education & Health	$ 250.00
Industrial Arts	$ 5,000.00
Home Economics	$ 1,570.00
Special Education	$ 360.00
Learning Resource Center	$ 10,500.00
Health Services	$ 2,800.00
Commercial (bus)	$ 200.00
TOTAL	$ 50,485.00

5. Additional Model Materials

. Platemaker, converter, printer, ditto & mimeograph	$ 4,700.00
. Paper, masters, dittos, etc.	$ 1,300.00
. Filing cabinets & storage	$ 1,500.00
TOTAL	$ 7,500.00

6. Description of Capital Expenditures (2d) Supplies (2e) by subject area

English - Capital

. Cassette recorders/video-slide centers/opaque projector	$ 1,940.00
Supplies	
. Text and supplemental text	$ 5,640.00
. Tapes/slides/unit kits & programs	$ 1,800.00
TOTAL	$ 7,440.00

Social Studies - Capital

. Cassette recorders/filmstrip projectors/16MM projector	$ 1,180.00
. Unit kits/atlas/maps/globes	$ 1,450.00
TOTAL	$ 2,630.00

Supplies

. Text & supplemental text	$ 3,000.00
. Filmstrip/tapes/charts	$ 1,400.00
TOTAL	$ 4,400.00

Science - Capital

. 16 MM projector/filmstrip projector/ cassette recorder/ filmloop projector	$ 1,655.00
. Models/kits/programs/lab equipment	$ 1,990.00
	$ 3,645.00
Supplies	
. Text and supplemental text	$ 2,370.00
. Filmloops/chemicals/transparencies/ study prints	$ 3,425.00
	$ 5,795.00

Math - Capital

. Slide rules, models, metric materials	$ 350.00
Supplies	
. Text and supplemental text	$ 3,150.00

Languages (2 rooms) - Capital

. Recorders/cassette filmstrip/record players/16 MM projector	$ 1,700.00
Supplies	
. Text & supplemental text/magazines	$ 2,425.00
. Records/tapes/reading games	$ 595.00
	$ 3,020.00

Music - Capital

. Stereo-record player/cassette & reel recorders/filmstrip	$ 840.00
Supplies	
. Sheet music/tape/records/supplemental text	$ 1,000.00

Art - Capital (New art program - crafts)

. Kiln/looms/clay storage/special tools	$ 8,450.00

On-going Art Program

. Presses/kiln/easels	$ 500.00
	$ 8,950.00

Supplies

New Art Program - Crafts

. Clay/glazes/metals/yarn/jutes	$ 3,000.00

On-going Art Program

. Slides/filmstrip/paper/supplemental text	$ 2,000.00
	$ 5,000.00

Physical Education & Health - Capital

. Filmloop projector/16 MM projector	$ 280.00
. Golf equipment/tennis/adaptive hardware/archery	$ 1,500.00
	$ 1,780.00

Supplies

. Balls/arrows	$ 250.00

Industrial Arts - Capital

. Graphic Arts	$ 5,000.00
. Industrial material	$ 5,000.00
. Power mechanics	$ 5,000.00
	$ 15,000.00

Supplies

. Graphic Arts	$ 1,600.00
. Industrial material	$ 2,900.00
. Power mechanics	$ 500.00
	$ 5,000.00

Home Economics - Capital

. Filmloop projector/cassette and filmstrip projector/16MM projector	$ 500.00
. Appliances	$ 1,030.00
	$ 1,530.00

Supplies

. Foods/cloth/thread/yarn	$ 1,570.00

Special Education - Capital

. Microfishe reader/tape recorder/ record player	$ 465.00
. Cash register/kits	$ 735.00
	$ 1,200.00

Supplies

. Unit Kits (reading, math, science, english, etc.)	$ 360.00

Learning Resource Center - Capital

. Video tape unit/recorder/monitors	$ 2,000.00

Supplies

. $15 per student for software to support all subject areas	$ 10,500.00

Health Services

Supplies	
. Supplies	$ 850.00
. Films	$ 600.00
. Pamphlets	$ 1,350.00
	$ 2,800.00

Commercial

. 24 typewriters	$ 9,600.00
Supplies	
. Paper/ribbons/masters	$ 200.00

APPENDIX G

Planning Sheet Number 1

Directions:

List the objectives the staff of a public high school should attempt to achieve. You might think of the list as being those things that a graduate of a public high school might be expected to do after he graduates. An example would be "A school should attempt to develop an understanding of and loyalty to the American way of life."

Planning Sheet Number 2

Directions:

From the first planning sheet, select the five objectives you feel are most important, and list them.

1.

2.

3.

4.

5.

Directions:

Rank the five objectives you listed above on the scale below. A ranking of 20 is high. You might proceed in the following manner: Choose the objective you feel is most important and put the number of that objective above the appropriate rank number. Then select the objective which is next in importance and put its' number above the appropriate rank number, etc., continuing the process until all five objectives have been ranked.

___	___	___	___	___	___	___	___	___		
1	2	3	4	5	6	7	8	9		
___	___	___	___	___	___	___	___	___	___	___
10	11	12	13	14	15	16	17	18	19	20

Planning Sheet Number 3

Directions:

Describe the characteristics a school ideally should have in order for the school to achieve the five objectives listed on Planning Sheet Number 2. Describe the characteristics in terms of the categories suggested below.

Teaching Method

Materials of Instruction

Staff Organization

Administrative Organization

Physical Space

Student Characteristics

Time

Other

Planning Sheet Number 4

Below and on the left, list the "helping factors" (for example, student report) for implementing your school's design. On the right list the "hindering factors" (e.g., lack of money) to implementation of the design. Try to be as specific as possible.

Helping	Hindering

APPENDIX H

* Basic Subject Requirements

There is a four year requirement in English for any student seeking graduation and a diploma for high school.

Under the "Phase In" Program and the quarter course approach, this four year requirement is equivalent or equal to 16 quarter courses (four quarters during each year grades 9-12).

Any student in English must have met the ninth grade requirements satisfactorily and passed twelve quarter courses that will include at least one elective from each of the following areas: literature, media, composition.

College preparatory students, that are presently enrolled in the ninth grade, are advised to take 3 composition courses, including one in advanced composition and one in research writing. They are also advised to take one course in Shakespeare.

Students presently enrolled in the ninth grade also will be required to take one quarter course in speech.

If a course is failed, the student may either repeat it or replace it with another course from the same area. He may not repeat an elective in the same year he failed it or with the same teacher. Ninth grade segments must be completed satisfactorily before the student may enroll in the non-graded quarter course electives.

Interpret the course numbers as follows when selecting from the course offerings on the following pages:

One indicates area of grammar/composition, i.e. 102 - Advanced Composition
Two indicates area of literature, i.e., 201 - Shakespeare As a Writer
Three indicates area of media, i.e., 301 - Using Speech Effectively
Four indicates related areas, i.e., 401 - Reading As You Will

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* Handbooks also available in Social Studies, Mathematics & Science.

ENGLISH 1974-75 STRONG VINCENT HIGH SCHOOL

Dear Strong Vincent Students:

During this phase-in year, you will be able to select from the offerings listed in the period of time that you have been assigned to an English class. As each course is nine weeks long, you will have the opportunity to make four choices this year. All of the courses listed below and several others that have been developed will be offered and re-offered during each quarter of the year.

So that we might accommodate you, please read the course descriptions below and the times which they are offered before making your selection.

Course Number	Course Title and Description	Offered During Period:
202	Impressions & Opinions This course is designed to introduce the student to the essay as a literary type, to illustrate its history, to distinguish its characteristics, and to discuss its importance in modern communication (magazines, newspapers etc.) In addition to reading and discussing representative essays from the seventeenth through the twentieth century, with an emphasis on contemporary works, the student will consider satire as a form of essay. He will learn about satire first through cartoons and then parodies that illustrate this literary form. Objectives: To study and discuss the essay as a literary type.	5 - Room 102

Course Number	Course Title & Description	Offered During Period
	To introduce the student to a variety of essays for his reading pleasure.	
	To help the student understand the value of the contemporary essay in the discussion of current issues.	
	To help the student appreciate the value of the essay in modern communication.	
231	Satire	1,2,3,4 - Room 115
	This course enables you to discover a realm of literature that enables you to look at our world and the philosophies that are voiced in it in an analytical and oftentimes "tongue-in-cheek manner." You will learn of the satirist's art through an analysis of satiric cartoons, stories, essays, articles and such books as:	
	The Mouse That Roared by Leonard Wibberley Planet of the Apes by Pierre Boulle Animal Farm by George Orwell Pudd'nhead Wilson by Mark Twain Arms and the Man by George B. Shaw	

Course Number	Course Title & Description	Offered During Period
204	About World to Come	1 - Room 226 3,4 - Room 102 6 - Room 226

This course introduces the student to a wide spectrum of realistic and imaginative predictions about the future through reading the works of contemporary science fiction writers. Stimulating anthology selections and related novels, as well as written, oral, and dramatic activities, help the student develop a speculative frame of mind. Students are urged to consider not only what might happen in the future, but also how those events can affect that future world.

Objectives:

To introduce students to the realistic and imaginative literature of science fiction.

To help students to develop a speculative frame of mind and express this insight in oral, written and dramatic presentations.

To interest students in the pursuit of this literary form through reading and discussing works of such science fictions authors as Nevil Shute, Ray Bradbury, Isaac Asinov, Aldus Huxley, George Orwell, H.G. Wells, Arthur C. Clark and Kurt Vonnegut.

Course Number	Course Title & Description	Offered During Period
206	Short Fiction: America's Contribution to Literature	2,3,6 - Room 222

This course is designed to investigate the development of the short story from the time of Edgar Allan Poe to the present. It will study the theory of writing the short story and discuss its importance in todays literature. Stories from several famous writers will form the basis for discussion.

Objectives:

To help the student recognize the unified single effect of the short story.

To teach the elements of the short story (plot, character, setting and theme.)

	Tragedy Through the Ages	2 - Room 110

Content:
Sophocles: Oedipus Rex
Shakespeare: Hamlet
A. Miller: Death of a Salesman

This course will consist of an overview of Aristotle's Poetics with a study of Sophicle's Oedipus Rex and Shakespeare's Hamlet and their relationship to the artistic guidelines for tragedy as set down by Aristotle. The Miller play, Death of a Salesman will show the contrasting relationship of tragedy in contemporary theatre as compared to Greek and Elizabethan tragedy.

Common elements will be reviewed as well as philosophical insights into the nature of man

Course Number | Course Title & Description | Offered During Period

and his frailty in relationship to fate, supernatural forces, and the cosmos. The plays will be viewed for their differing structures and styles.

Objectives:

Students will be able to explain Aristotle's definition of tragedy and the major elements of his guidelines for a well written tragedy.

Students will understand the differing structures of Greek, Elizabethan and modern tragedy.

Students will develop insight into common tragic themes.

Students will develop an appreciation for tragedy.

Students will be aware that tragedy innobles mankind and presents an optimistic viewpoint on man's dignity in the face of overwhelming forces.

Students will be able to develop analogies between the tragedies studied and historical and contemporary events that have similar tragic elements.

207 Poetry for Today (Contemporary Poetry) 3 - Room 110

This course provides an enjoyable exploration through the world of contemporary poetic themes. A series of readings of primarily contemporary selections with many classics has the following objectives:

Course Number	Course Title & Description	Offering During Period
	Objectives: To enable the student to become a better reader of poetry. To understand the art of the poetry. To understand the role of the poet as a moderator on the times.	
101	Some How's & Why's of Language This course is designed for the student who feels he needs more understanding of the working of language and training in the elementary writing skills. Objectives: To give the student basic knowledge of the working of language. To present the usage of "standard" English.	3,6 - Room 208
110	Imagination with Word I This is the first of two courses in creative writing. It is designed for the student who is creative, who feels emotional response to events around him, and who has an urge to record his feelings and ideas. It is for the student who may be turned off by term papers, essays and formal writing assignments, but who enjoys writing rock lyrics and keeping a diary or a journal. The major content of this course will include - the writing of an original short story, one act play or a collection of poetry.	6 - Room 102

Course Number	Course Title & Description	Offered During Period
102	Advanced Composition I Learning to write descriptions, argumentation narration and exposition is the purpose of this course. Reading and evaluating the work of acknowledged writers will be a part of this area of the curriculum. This course is required for college preparatory students. Objectives: To review techniques of grammar necessary in coherent writing. To work with composition skills, used in writing descriptions, narration, argumentation and exposition. To evaluate the writing of other students. To consider the work of several authors.	5 - Room 208
104	Beat the College Boards English The intent of this course is to reinforce the language of the college bound student so he can take the many pre-college tests more successfully. Objectives: To work on vocabulary development.	1,4 - Room 208

Course Number	Course Title & Description	Offered During Period
	To review composition skills. To review reading comprehension skills.	
303	As the World Moves This course offering enables the student to focus primarily upon the communicative extensions of our senses: language, spoken and written; arts; painting; the electria media; radio and television; the chemical media, photography and motion pictures; the numbers system. This course attempts to explain generally the many means of communication to students who will witness a greater revolution in media than that witnessed by any previous generation. Objectives: To increase the student's awareness and appreciation of media and communicative devices: language, arts, radio, TV, photography & film. To enable the student to understand the positive benefits of media and its contribution to human interaction and communication.	1,2,4,5,6 - Room 214
301	Using Speech Effectively I The content of this required course includes a consideration of oral communication, the art of listening well, and the mechanics of speech.	1 - Room 222

Course Number	Course Title & Description	Offered During Period
	Students will cover the planning, outlining and delivery of informal speeches. Objectives: To give the student an understanding of the purposes of communication. To help the student develop listening skills. To teach the student the process of putting an informal speech together. To teach the student the mechanics of delivering a speech. To give the student the opportunity to practice the techniques of speech. To help the student to critically evaluate his own speech and that of others.	

Name of Student ______________________________

Grade __________ HR __________ English Teacher __________________

Class Period ______________

Title of Course Presently Enrolled In ______________________________

This course was my: (Check one)

_____ 1st Choice _____ 2nd Choice _____ 3rd Choice

Place in order of preference the course titles for the course that you would like to be enrolled in for the second quarter.

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________

APPENDIX I

FORMS

SUBJECT ARE PREFERENCE INVENTORY - TEACHER

IOX Preference Scale

Important ____/____/____/____/____/____/____ Unimportant

Useful ____/____/____/____/____/____/____ Useless

Clear ____/____/____/____/____/____/____ Confusing

Good ____/____/____/____/____/____/____ Bad

Simple ____/____/____/____/____/____/____ Complex

To maintain consistency and validity this instrument was administered to all teachers for use in evaluating.

The School District of the City of Erie, Pa.
Strong Vincent High School "Phase In" Program

Opinion Survey of Professional Personnel Involved in the Implementation of the "Phase In" Program

Given below you will find 7 pairs of words. Place an x at the point on the scale between each pair that describes how you feel about the "Phase In" Program.

Clear: ____/____/____/____/____/____/____ Confusing

Complex: ____/____/____/____/____/____/____ Simple

Important: ____/____/____/____/____/____/____ Unimportant

Meaningless: ____/____/____/____/____/____/____ Meaningful

Good: ____/____/____/____/____/____/____ Bad

Useless: ____/____/____/____/____/____/____ Useful

Necessary: ____/____/____/____/____/____/____ Unnecessary

The School District of the City of Erie, Pa.
Strong Vincent High School "Phase In" Program

SUBJECT AREA PREFERENCES

Directions: In this measure you will find a list of subjects. Under each subject you will find six pairs of words. Place a check at the point on the scale between each pair that describes how you feel about the subject;

For example:

Home Economics

Good: ____/____/____/____/____/____/____ Bad

*MATHEMATICS:

Clear: ____/____/____/____/____/____/____ Confusing

Unimportant: ____/____/____/____/____/____/____ Important

Useful: ____/____/____/____/____/____/____ Useless

Complex: ____/____/____/____/____/____/____ Simple

Meaningful: ____/____/____/____/____/____/____ Meaningless

Bad: ____/____/____/____/____/____/____ Good

* Form also used for SCIENCE, SOCIAL STUDIES, ENGLISH

The School District of the City of Erie, Pa.
Strong Vincent High School "Phase In" Program

"Self Analysis" Evaluation Plan, Parental Phone Survey Tally Sheet

Direction: Keep this tally sheet handy when making your calls and keep the tallies in groups of 5's (𝍸)

Caller____________________________________Grade Level____________

1. I feel my child enjoys school this year.

SA ____ ____________TOTAL
A ____ ____________TOTAL
SD____ ____________TOTAL
D ____ ____________TOTAL

2. I feel my child is learning more this year than in previous years.

SA ____ ____________TOTAL
A ____ ____________TOTAL
SD____ ____________TOTAL
D ____ ____________TOTAL

3. I feel I know about the new learning program because my child talks about it.

SA ____ ____________TOTAL
A ____ ____________TOTAL
SD____ ____________TOTAL
D ____ ____________TOTAL

4. I feel more has to be done with the learning program to help meet my child's needs.

SA ____ ____________TOTAL
A ____ ____________TOTAL
SD____ ____________TOTAL
D ____ ____________TOTAL

5. I feel my child and I do not have enough choice in the type of education he received.

SA ____ ____________TOTAL
A ____ ____________TOTAL
SD____ ____________TOTAL
D ____ ____________TOTAL

The School District of the City of Erie, Pa.
Strong Vincent High School "Phase In" Program

EVALUATION OF THE SPRING IN-SERVICE AND VISITATION FOR TEACHERS OF ACADEMY AND EAST HIGH SCHOOLS

I. Preference Scale

Directions: Given below are five sets of words with seven spaces between them. Place an (x) in the space closest to the word that expresses your feelings about the in-service experience.

Confusing: _____/_____/_____/_____/_____/_____/_____ Simple

Necessary: _____/_____/_____/_____/_____/_____/_____ Unnecessary

Interesting: _____/_____/_____/_____/_____/_____/_____ Boring

Useless: _____/_____/_____/_____/_____/_____/_____ Useful

Efficient: _____/_____/_____/_____/_____/_____/_____ Inefficient

II. In-Service Opinionaire

Directions: Given below are five questions. Please react to the questions by placing an (x) under the responses that best express your opinions about the in-service. The responses are: SA - Strongly Agree, A - Agree, SD - Strongly Disagree, D - Disagree

SA A SD D 1. The in-service was time well spent.

SA A SD D 2. I feel more positive about the new program after the in-service experience.

SA A SD D 3. Misconceptions I had have been clarified as a result of the in-service experience.

SA A SD D 4. I feel the in-service was well thought out and operated.

SA A SD D 5. I feel further in-servicing is necessary.

III. Questions to Answer

1. Do you feel the program should be expanded in your building? If so, how? If not, why?

2. Do you want to teach in the new program next year?

Dear Strong Vincent Student,

We have engaged in a new program of quarter courses and student choice at Strong Vincent. Some of you have also had the traditional year-long and semester courses.

We would like to know what you as a student prefer for next year.

Please place a checkmark (x) in front of the statement that describes the type of program you prefer.

New nine-week quarter courses and student choice

Traditional year-long courses

NAME_____________________________GRADE________H.R.________

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9. Individualized Instruction Kit. 6 filmstrips, 6 audiotapes, 6 scripts, 1 manual, 46 case studies. Association For Educational Communications and Technology, N.D.

10. MSP - Evaluating and Reporting Student Progress. 1 filmstrip 1 cassette, 1 script. National Association of Secondary School Principals, 1973.

11. MSP - Independent Study, 1 filmstrip, 1 cassette. National Association of Secondary School Principals, 1973.

12. MSP - Whys and Wherefores. 1 filmstrip, 1 cassette, 1 script.

13. Media Programs For Individual Schools. 1 filmstrip, 1 audiotape, 1 script. NEA, 1969.

14. Parents and Teachers Together For the Benefit of Children. 2 filmstrips, 2 cassettes, 1 script. NEA, 1972.

15. Silberman, C.E. Crisis In The Classroom. 1 cassette. Association for Supervision and Curriculum Development, N.D.

Topic: Educational Sources (General)

1. "Outstanding Educational Books of 1970-71	Today's Educ. 61:17+ March, 1972
2. "Outstanding Educational Books of 1971	School and Society 100:333-4 Summer, 1972
3. "Education Development & Issues" - W.W. Buckman	Intellect 101: 217-18 Jan., 1973

Topic: Adolescent Needs & Development

1. "Intellectual Evolution from Adolescence to Adulthood" - J. Piaget	Human Development 15 no. 1:1 12 - 1972
2. "Learning Theories of Gayne & Piaget: Implications for Curriculum Development" - S. Strauss	Teach Col. Rec. 74:81-102 Summer 1972
3. "Meeting Adolescent Needs"	Child Today 2:28-9 March 1973
4. "Today's Adolescent" - I.L. Mintz	N.Y. Times Mag. p. 88 + April 29, 1973
5. "How Do the Young Become Adults?" J.S. Coleman	Educ. Dig., 38:49-52, May 1973
6. "National Institute of Student Opinion (NISO)	Sr. School 102:18 January 29, 1973 :22 March 12, 1973 :15 March 19, 1973

7.	"Shared Power & Student Decision Making - M.A. Chesler	Ed. Lead. 28: 9-14 October 1970
8.	"Student Behavior: A Rating Scale to Assist Classroom Teachers" - J.P. Cangemi	Clearning H. 47:338-41 February 1971
9.	"Characteristics of Students Perceived by Teachers to be Self-Directed and not Self-Directed" - J.C. Marshall and A.P. Sokol	Ed. 91:41-9 Summer 1970
10.	"Learning With A Shovel" (Exper. of J. Coleman)	Time 101: 74 June 25, 1973

Topic Education (General)

1.	"Priorities in Education" J.B. St. John	Educ. Dig. 37:34-6 May, 1972
2.	"Future Shock in Education" A. Toffler	Sat. Eve. Post 245:46-7+ May, 1973

Topic: The High School

1.	"Profile of a High School: Symposium"	Phi Delta Kappan 52:513-30 May 1971
2.	"High School Students Look at Their World" - B.E. Bryant	Sch. Mgt. 15:32-33 April 1971
3.	"Handwriting on the School Wall" - D. Rich	School Teach Jr/Sr High p. 10-11 May 1973

4. "Context of High School Education for Society" - J.V. Schall	Vital Speeches 38:765-8 October 1972
5. "Is Your High School Obsolete?" A. Toffler	Seventeen 31:152+ Sept., 1972
6. "Urban High School, An Educational Wasteland?" H.G. V[illegible]k	Clearing H. 46: 387-90 March, 1972
7. "Basic Duties of a Secondary School" - T. H. Briggs	Educ. Dig. 37:48-50 January 1972

Topic: Alternatives/Innovations

1. "Developing Alternatives in Education"	Nat. Assoc. of Sec. School Prin. Bul. 56: 132-39, May 1972
2. "Options for Students, Parents, Teachers: Public Schools of Choice" - M. Fantini	Phi Delta Kappan, 52: 541-3 May, 1971
3. "Alternative School: Symposium"	Phi Delta Kappan 54:433-85 March 1973
4. "Flexible Campus Program Goes Into Operations" J. Leedom	Sch. Mgt. 15:20-2 December 1971
5. "Community as Classroom Metro: Experimental High School Without Walls"	Nat. Assoc. of Sec. Sch. Prin. Bul. 55: 147-50 May, 1971
6. "Six Curriculums That Turn Kids On"	Nat. Sch. 90:49-54 Summer 1972

7.	"Off Campus Experiences Now, an Approved Course of Study for High Schoolers"	Nat. Sch. 90:58-60 October 1972
8.	"Innovations: Suggestions Sent In By Teachers"	School Teach. Jr/Sr. High p. 44 March 1972
9.	"Alternative Schools: Melting Pot to Mosaic" C. Cory	Time 99:85-6 April 10, 1972
10.	"Curriculum Innovations & Practices in the American High School" E.W. Haven	Educ. Dig. 36:39-41 Summer 1970
11.	"The Open School: Free-Wheeling But Effective" - Nancy A. Persig	Clearing H. 46: 405-08 March 1972
12.	"Why Innovative Schools Don't Remain Innovative" D. Glines	Educ. Dig. 38: 2-5 May 1973
13.	"Are There Really Any Alternatives" - J. Cass	Educ. Dig. 38:10-12 May 1973
14.	"Innovation: An Ongoing Process" - H.G. Shane	Ed. Lead. 30: 507-09+ March 1973

Topic: Curriculum

1.	"Sources of the Curriculum" M. Alpren	Ed.Lead. 28:307-9 December 1970
2.	"Evaluation & Modification of the Comprehensive Curriculum" - D. Tanner	H. Sch. J. 54: 312-20 Feb., 1971
3.	"Evaluation System for Curriculum Innovation" G.A. Forehand	Teach. Col. Rec. 72:577-91 May, 1971

4.	"Process, Problem Solving and Curriculum Reform" R.W. Burns & G.D. Brooks	Ed.Teach. 10:10-13 May, 1970
5.	"Systems Approach to Curriculum Change in Secondary Education" - D.S. Bushell	Ed.Teach. 10:46-8 May 1970
6.	"Use of Forecasting in Curriculum Planning" - A.M. Ruckin	Ed.Rec. 52:60-4 Winter, 1971
7.	"Thinking Abilities As Objectives in Curriculum Development" - K. Gray	Educ. R. 24:237-50 June 1972
8.	"Steps Toward Relevance: An Interest-Centered Curriculum"- H. Ohme	J. Sec. Ed. 45: 299-304 Nov., 1970
9.	"Teachers Can Make Changes" T.D. Gillett	Today's Ed. 62: 44-5 April, 1973
10.	"IGE (Individually Guided Education) Multi-Unit School	Educ. Dig. 38:25-8 January, 1973
11.	"Individualized Instruction" M. Lieberman	Ed. 58: 389-92 - May 1970
12.	"Behavioral Objectives and the Learning Psyche" G.H. Scriven & E.G. Scriven	Clearning H. 47:529-31 May 1973
13.	"Behavioral Objectives, Yes or No?" R.M. Gagni & G.F. Kneller	Educ. Dig. 37:24-7 May 1972

Topic: Humanization; Mini/Electives

1.	"Humanizing the High School" B. K. Katz	*Urban R.* 5:25-31 May 1972
2.	"Curriculum Designs for a Humane School" A.W. Foshay	*Educ. Dig.* 37:24-7 March 1972
3.	"Realities of Developing Humanistic Public Schools" J.M. Budzik	*Educ. Dig.* 37:22-4 April, 1972
4.	"Sorry Dr. Silberman. Mini Courses in the High School" A.H. Stern	*Engl. J.* 61:550-4 April 1972
5.	"Mini Courses: Are They Useful?" D.J. Gridartes	*Clearing H.* 46:465-7 April 1972
6.	"Mini-Courses: Promising Alternatives in the Social Sciences"	*Clearing H.* 47:486-9 April 1973
7.	"Performance Contracts" D. Tanner	*Intellect* 101: 361-5 March 1973
8.	"Multiple Electives: A Break With Tradition" M.K. Murphy	*School Teach Jr/Sr High* p. 31-2 October 1972
9.	"Caution: Elective Program Ahead" - J.C. Rounds	*Engl. J.* 61:1225-31 Nov., 1972

Topic: Individual School Programs

1.	"Visit to a School Without Walls: Two Impressions" (Parkway Program) J.D. Greenburg & R.E. Roush	*Phi Delta Kappan*, 51:480-4 May 1970

2.	"Operation Turn On" (Andrew Warde H.S. Conn.)	Today's Ed. 61:12-14+ December 1972
3.	"Haven for Superbright: School With A School" (Newark, N.J.) C.G. Rogers	McCalls 100:67 October 1972
4.	"Learning in Style: Beverly Hills H.S." - M. Kasindorg	Newsweek 81: 69-70 May 28, 1973
5.	"Mini High" (Haaren H.S., NYC)	Newsweek p. 55 October 1971
6.	"Positive Approach to Disruptive Behavior" (Malcolm Price Lab School Univ. of N. Iowa) T.M. Pratt	Today's Ed. 62: 18-19 January 1973